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ABSTRACT

A project was conducted to instruct adult education teachers on communications and counseling issues. A series of four workshops were held to provide instructional and support personnel with practical skills that will make them work more effectively with their students. Attendance at all four workshops was excellent, with 20-30 practitioners at each. A positive response to the workshops was demonstrated in written evaluations from participants. The workshops provided much-needed staff development to new and experienced staff. They were particularly helpful in training staff in the following areas: (1) understanding their limits in counseling; (2) making referrals; (3) listening and communication skills; (4) goal setting; (5) motivational skills; (6) understanding diversity; and (7) basic counseling techniques. (Materials used in the workshops form the bulk of the report.) (KC)

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ED 367 893

Staff Development: Counseling and Communication

Final Report

by

Helen Guisler, Coordinator
Carol Molek, Project Director

92-93

June 30, 1993

TIU Adult Education and Job Training Center
3 West Monument Square - Suite 103
Lewistown, PA 17044

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We wish to thank the Pennsylvania Department of Education for funding this project and especially Dr. John Christopher, Ed.D., Director, Bureau of Adult Basic and Literacy Education for his support of our programs.

We also extend gratitude to PDE Special Projects Advisor, Dan Partin, for his technical assistance and guidance. Funding for "Staff Development: Counseling and Communication" has allowed us to enhance and develop our programming and delivery of much needed services to our area's adults.

As always we value the support of the Tuscarora Intermediate Unit Board and our Executive Director, Dr. Dale Heller. The Intermediate Unit continues to recognize our unique contribution to the total organization.

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Training Outlines and Materials (evaluations follow each workshop)

Attachments
- Recruitment Information
- ABE Program Evaluation Form

Abstract

Title: Staff Development: Counseling and Communication
Project No. 99-3052 **Funding:** $18,850
Project Director: Carol Molek Phone No. 717-248-4942
Agency Address: TIU Adult Education and Job Training Center
3 West Monument Square - Suite 103
Lewistown, PA 17044

Description:
"Staff Development: Counseling and Communication" addressed local staff development needs to instruct adult education practitioners on communications and counseling issues. Through a series of four workshops we were able to supply instructional and support personnel with practical skills that will make them more effective in working with their students.

Objectives:
-to develop a series of four workshops for adult educators on communication and counseling
-to deliver the four workshops to at least twenty adult educators in our area
-to produce a final report including the content of the workshops

Target Audience:
At least twenty adult education practitioners in our region and others statewide who can benefit from the workshops.

Product:
Final report including content of the workshops for statewide dissemination. All of the workshops were videotaped and are available through Region 5 Staff Development Center.
Successful evaluation is based on:
-development of four workshops
-delivery of workshops to at least 20 adult educators
-production of final report including detailed content of workshops

Method of Evaluation:
Each session was evaluated by participants by means of a questionnaire.

Findings:
Attendance at all of the four workshops was excellent, with 20 to 30 practitioners at each. The response to the workshops was positive as demonstrated by written evaluations from participants.

Conclusions:
The Counseling and Communication Workshops provided much needed staff development to new and experienced staff. They were particularly helpful in training staff:
1) to understand their limits as far as counseling is concerned; 2) to make referrals; 3) listening and communication skills; 4) goal setting; 5) motivational skills; 6) understanding diversity; 7) basic counseling techniques.

Staff Development: Counseling and Communication

Introduction

"Staff Development: Counseling and Communication" addressed a local staff development need in our program. The need also exists in other programs in the state and the results have statewide applicability. The goal in this project was to give our staff and other area literacy providers basic counseling and communication skills which allow them to better perform their jobs. In no way was there an attempt to train staff to be or replace professional counselors, but to have them learn: 1) the limits they should adopt for themselves as far as counseling is concerned, 2) goal setting, 3) motivational skills, 4) understanding diversity, 5) listening and communication skills, 6) making appropriate referrals, 7) basic counseling techniques.

This training was important for both experienced and new adult educators. The reality is that adult educators and support personnel are often thrown into the role of counselors, and they need training to meet their students' diverse and complicated needs in the most productive manner. It enabled our instructors to expand their perspectives and make them more aware of counseling techniques they can utilize to better serve their students.

Four workshops were planned which were open to all adult educators in our region. The project allowed adult education staff to address more of their students' needs. By being sensitive to

our students and how they perceive us, we open the door to more effective communication and academic success.

The time frame for the project follows:

July to December, 1992 - research, development, and scheduling of workshops.

January 8, 1993, January 29, 1993, February 19, 1993 and March 19, 1993 - 2 hour workshops were held at the County Courthouse.

April, May 1993 - follow up with staff was conducted, training outlines were assembled, and an ABE Program Evaluation Form was produced.

June, 1993 - the final report was produced documenting the success of the project.

The project director was Carol Molek. Ms. Molek directs programs at the TIU Adult Education and Job Training Center. Ms. Molek has over nine years experience coordinating adult programs for the Intermediate Unit and developing curriculum. Ms. Molek directed the project, supervised the other personnel involved, was responsible for maintaining the planned time frame, recruited program participants and reported to and communicated with the Department.

Project Coordinator was Helen Guisler. Ms. Guisler has over twenty years practical experience in the social service field. Most recently she has served as a counselor for the TIU Adult Education and Job Training Center programs which include the ABE programs.

Permanent copies of this report can be obtained from:

Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

"Staff Development: Counseling and Communication" was administered by the Tuscarora Intermediate Unit No. 11. The TIU is a local education agency which provides educational and management services to 9 school districts and 3 area vocational technical schools in Fulton, Huntingdon, Juniata, and Mifflin Counties.

The Intermediate Unit operates or oversees all Adult Center programs at the TIU Adult Education and Job Training Center. Center programs have included 306/321/322 ABE and GED programs; ACT 143 Program; the GED Alumni Association; various JTPA Programs; Carl Perkins project for single parents and displaced homemakers and thirty-seven 310/353 special projects.

"Staff Development: Counseling and Communication" was based at the TIU Adult Education and Job Training Center in Lewistown, Mifflin County. The Adult Center is the home of a wide variety of adult education programs meeting the needs of adults in Juniata and Mifflin Counties. February '93 marked the Adult Center's 9th year of successful operation.

Statement of Problem

Most adult education programs have only part time professional counselors at best. The counselors provide an important resource for a program and can function as expert references for specific problems and particularly troublesome situations. However, the reality is that adult educators and support personnel are often thrown into the role of counselor. Our job in "Staff Development: Counseling and Communication" has been to give adult education staff basic counseling and communication skills which will allow them to better meet their students' needs. In no way did we attempt to train staff to be or to replace professional counselors, but rather to have them learn: 1) the limits that they should adopt for themselves as far as counseling is concerned; 2) to make appropriate referrals; 3) listening and communication skills; and 4) basic counseling skills.

This training was needed for both experienced and new adult educators. We experience turnover of personnel as do other adult education centers. Each year we have two to three new instructors. The staff person is hired and has to quickly become acquainted with curriculum and begin teaching almost immediately. We try to provide instructors with a brief introduction to teaching adults but very often this can only be done on a limited basis. Experiences become our instructor's primary teacher; but more is needed. Instructors who are newer to the adult education field had a definite need for this training in order to meet their students' diverse and complicated needs in the

most productive manner. Experienced instructors also greatly benefited, as the training provided an overall counseling structure for practitioners so they may utilize what they already know and it rounded out their counseling knowledge base. They were able to refresh, enhance, and learn new skills. By being sensitive to our students and how they perceive us, we will open the door to more effective communication and academic success.

In addition, funding for this project included funds so that our staff had the opportunity to attend the '93 PAACE MidWinter Conference. Through this experience our staff was exposed to a wide range of training that certainly enhanced their skills as adult educators.

Goals and Objectives

To meet the need to provide staff training on counseling and communication techniques, the following goals and objectives were developed:

-To develop four staff training workshops on communication and counseling skills.

-To deliver the four workshops to the Adult Education and Job Training Center personnel as well as other practitioners in our region; approximately 20 staff to be trained.

-To produce a final report including the content of the four workshops for others in the state to utilize for dissemination.

Procedures

The general design of "Staff Development: Counseling and Communication" involved three stages.

Stage 1: Staff reviewed relevant materials on adult educators as counselors, scheduled speakers, and recruited participants. During this first stage of the project we worked with our staff and other local counseling practitioners to establish the content of each workshop. Topics covered in the workshops were:

Goal setting with students
Identifying obstacles/clarifying problems
Self esteem issues
Recognizing and responding to diversity
Motivational skills
Assumptions/perceptions
Communication strategies
Listening skills
Creating a safe environment
Basic counseling techniques
Referral network
"Next Step" counseling

Stage 2: Workshop Presentations

Four morning workshops were held:

What's the Problem? January 8, 1993

Shades of Grey January 29, 1993

Do You Really Hear Me? February 19, 1993

The Next Step March 19, 1993

The workshops were delivered by our staff, including our counselor and two local counseling practitioners. Our audiences consisted of staff members from our Center, the Mifflin County Library Literacy Program, Juniata County SETCO staff, Mifflin

County Assistance Office, Huntingdon County JTPA and Head Start staffs, other staff from SCI Cresson and Mid-State Literacy Council (20-30 participants per session).

Stage 3: Staff developed an ABE Program Evaluation Form to give us better feedback from our students about how effectively we are meeting their needs.

The information provided in each of the workshops is included in a training outline which can be easily reproduced and disseminated to ABE centers across the state to adapt to their own training needs.

Results

Objective #1

-To develop four staff training workshops on communication and counseling skills.

This objective was successfully met by December 1992. Several meetings were conducted with our staff and local counseling practitioners to determine specific topics/content to be covered in the workshops and to select the most appropriate individuals to present the information.

Objective #2

-To deliver the four workshops on counseling to at least twenty adult education practitioners.

We were very successful in meeting this objective. Each of the workshops average attendance was 25-30 participants. ABE and other agency personnel from Mifflin, Blair, Huntingdon, Juniata and Perry Counties were in attendance. The response provided through written evaluations of each workshop indicated the workshop participants overwhelmingly felt that the sessions were "very applicable, helps me deal with clients, effective communication is so very important to our job."

Objective #3

-To produce a final report including content of the workshops for utilization statewide through dissemination.

The workshop outlines and final report were completed for dissemination. Also, all of the workshops were videotaped and

are available through the Region 5 South Central Staff Development Program.

Evaluation

Evaluation of the project was an ongoing process. Measurement of success was based on:

a) Organizing four workshops by the end of December, 1992.

b) The development and implementation of our workshops provided within the planned time frame to more than 20 adult educators. Workshop participants completed evaluations on each session which provided valuable information and also indicated the overwhelming success of each workshop. Summaries of those evaluations are included as part of this report.

c) Attendance of Center staff at the '93 PAACE MidWinter Conference.

d) The successful production of four training outlines, workshop videotapes, and the dissemination of the final report.

Dissemination

The project will be available for dissemination through:

Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17136-0333

Specific questions should be directed to:

Carol Molek
Adult Education and Job Training Center
3 West Monument Square - Suite 103
Lewistown, PA 17044
(717) 248-4942

Conclusions/Recommendations

"Staff Development: Counseling and Communication" provided much needed staff development to our ABE staff and other adult educators. The four workshops were particularly helpful in 1) developing and refining communication/listening and counseling skills and techniques; 2) understanding diversity; 3) dealing with self esteem, goal setting and motivational issues with our students; 4) learning to make appropriate referrals in the community. The workshops helped staff to feel more comfortable in using basic counseling skills and in recognizing and accepting the limits they should adopt for themselves as far as counseling is concerned.

While the workshops were informative and appropriate, some selected topics were simply too broad and extensive to cover in one session. Topic #4, The Next Step, dealt with basic counseling techniques and making referrals in one session. This could have been broken down to two sessions.

As a result of the workshops, it became clear that we need more direct feedback from our students regarding the effectiveness of our programs, instructional and counseling staff. An ABE Program Evaluation Form was developed and is included as part of this report. We will be using this tool with all of our ABE/GED students.

Recommendations for the future include breaking down some of the topics. Also, another staff development need became evident: working with our youngest students (late adolescence) is a special area in terms of behavioral and classroom management.

We plan to address this need with our staff in a 353 Staff Development Project for 1993-94.

These workshops were very valuable and well received. All ABE personnel can benefit from such training and many topics still exist for further training. As one participant commented, "I think it would be good to have a workshop on communication skills each year since effective communication is so important within our staff and with our clients."

Appendices

Training Outlines, Materials, Evaluations

What's the Problem?

STAFF DEVELOPMENT: COUNSELING AND COMMUNICATION

WHAT'S THE PROBLEM?

This workshop focused on working with participants in areas of self-esteem, identifying obstacles, and goal setting. The workshop began with the Fantasy Island exercise, demonstrating there is more to people than our expectations indicate. Instructors learn from students by identifying the differences and similarities between themselves and their students. The time line exercise is used to develop this idea. The video, Carol Sasaki's Life Story, was viewed in order to demonstrate that we cannot "fix" another person's self-esteem. People control their own levels of self-esteem by knowing and accepting themselves. The six steps of problem solving were introduced with emphasis placed on defining the "real" problem and clients taking ownership of the problem. A weekly or monthly list of "things to do" aids students in identifying obstacles and in setting realistic goals. The Desc Technique helps students be more assertive in on-the-spot confrontations. In conclusion, Don Howell, a Martial Arts instructor, demonstrated the relationship of self-defense and self-esteem.

Barbara J. Braham and Merle Wood, Problem Solving and Decision Making, South-Western Publishing Co., 1992

Barbara J. Braham and Merle Wood, Self Esteem and Getting Ahead, South-Western Publishing Co., 1992

Video: Carol Sasaki's Life Story, H.O.M.E.

Barbara Garner, Workwise, Cambridge Community Services, 1989

SELF-ESTEEM WORKSHOP

January 8, 1993

I INTRODUCTION

II **Fantasy Island Exercise** -- break down into groups of seven or eight people

1. Five minute writing description of fantasy
2. One person in group reads them all out loud. Group guesses who wrote which
3. Whole group discusses experience

(hand out blank sheet of paper and pencil in each folder)

POINT: ***We come into groups with expectations of each other. There is more to people than meets the eye.***

III **Differences and Similarities Between Staff and Clients**

1. List ways we are the same and ways we are different
2. What we can learn from our students

POINT: ***We are better instructors when we understand each other. It builds self-esteem in clients when they recognize that you are learning from them too.***

IV **Time Line Exercise**

Hand out sample

POINT: ***Understanding where clients have been. Lead into self-esteem, problem solving and assertiveness training.***

V **Self-Esteem, Problem Solving, Assertiveness**

Hand-outs to outline how we teach these skills

VI **Self Defense and Self-Esteem**

Hand out article

VII **Wrap-up**

Hand out Connie's poem

GOAL SETTING

Time Line

Name_____ Date_____

Birth begins our lives and death ends our lives. What happens in between? Siblings are born, we go to school, we create our own families, we work, we play. We have control over some of these events, others just happen.

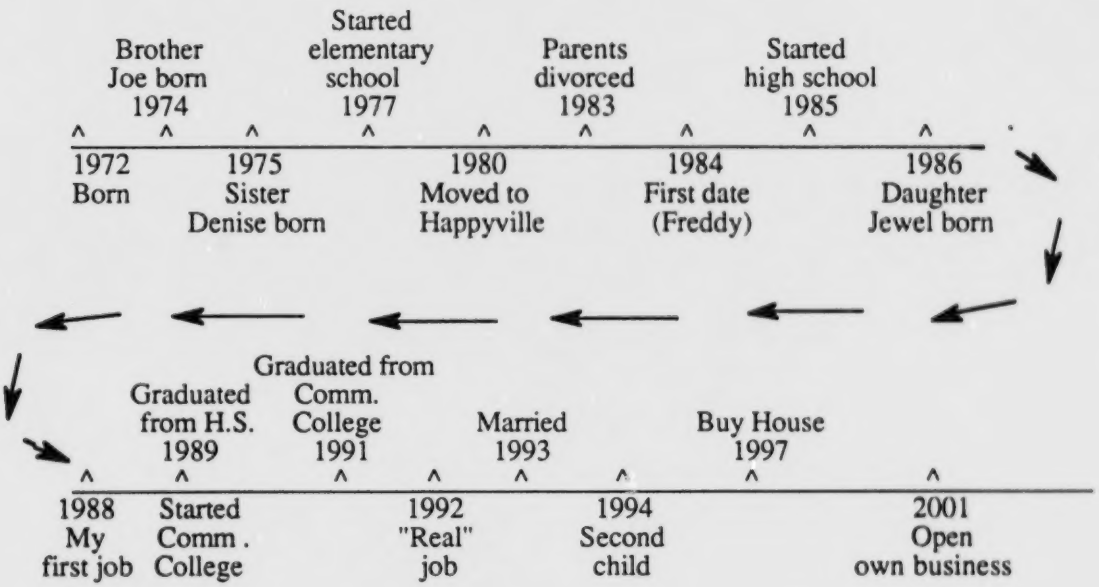
Create a personal timeline that marks the important moments in your life that have already occurred, such as starting school, the birth of siblings, moving, graduation from elementary and junior high schools, the birth of your child or children.

Think of the future. What sort of dreams do you have? What events do you envision in your future? Do you see yourself buying a car? Owning your own business? Graduating from college? Getting married? When will the goals you have be reached?

Using the timeline on the next page, mark the events which have already occurred and the goals you have for your future.

Sample:

<u>Vanna Whyne</u>



YOUR TIME LINE

Born 19__

HIDDEN JOYS

by Connie Bishop

There are flowers, and trees
babbling brooks and fuzzy things
and cool blowing breezes.

There are mountains up high
oceans that are wide
and eagles that fly.

Little kïds who laugh and play
families that share
the wonder of God's ways.

There's apple pie and ice cream
White clouds against great blue skies
fairy tales and big dreams.

Best friends and moms and dads
how often do we stop and think about
just what we do have.

Candy canes and Christmas trees
butterflies and flowers
April showers and honey bees.

These are just a few hidden joys that we all share
if we could take the time
to stop, to look, to care.

THE "DESC" TECHNIQUE

This is a technique developed by Sharon Anthony Bower and Gordon H. Bower, and explained in their book Asserting Yourself: A Practical Guide for Positive Change. We give only a brief introduction to this technique here.

The basic idea behind the DESC technique (also called DESC script writing) is that you prepare beforehand for situations in which assertiveness is needed. DESC stands for Describe, Express, Specify and Consequences. This technique is especially good for those scenes that happen over and over again, in which you never feel very good. After using DESC deliberately in several situations, you can begin to be more assertive in on-the-spot confrontations.

Here are the four steps of the DESC method:

a. Describe - Describe the behavior or situation that is bothering you. Be as specific, as truthful, and as objective as possible, but also be brief. Don't generalize with statements like, "You are always criticizing me." It's better to say, "You sometimes criticize the work I do in a way that I don't like." Avoid ridiculing the other person, and don't be overly dramatic.

b. Express - Express how this behavior or situation makes you feel. Be as specific as possible. Put your statements in terms like, "I feel lonely when that happens." It's better to say, "I feel embarrassed when you do that.", than to criticize the person with attacking statements like, "You are insensitive."

c. Specify - Say as specifically as possible what you need to see changed. Avoid should or ought ("You should do such and such.") because they sound preachy. A straight statement is better. For example, "I want you to start coming home before midnight." Be reasonable. Don't ask for the moon. Ask for agreement with your request.

d. Consequences

1. State the positive things that will happen if the person does what you want. Make sure your reward is something the person wants. Often your thanks or your continued regard for the other person is enough. Sometimes it isn't, and a more tangible reward is necessary, like an allowance increase, a pay raise, or an evening out.

2. If necessary, state the negative or bad consequence that will happen if he or she doesn't do what you want. Often the bad consequence can be left unsaid. Your bad consequence, whether or not you find you need to state it, should be something you are realistically willing to carry out. Don't threaten what you can't or won't deliver. Only state your bad consequence if you must.

Often, you must be willing to bargain or negotiate over the last two steps, Specify and Consequences. You may need to barter for time by saying, "I'd like to think about that for a while." Don't agree to anything unless you feel you are getting a statisfactory deal (or at least that you're not dissatisfied with the deal). Remember, only use your bad consequence as a last resort.

Part One
in a two-part series addressing the meaning of success and how your martial art is the catalyst for attaining exactly what you want from life.

SUCCESS

POWER PERFECTION WEALTH COURAGE

CREATIVE LOVE KNOWLEDGE

HAPPINESS TRIUMPH FAME

RESPECT CONFIDENCE ERROR STRUGGLE

INSECURITY LOSS DEFEAT FAILURE

SHAME DISAPPOINTMENT

FRUSTRATION WEAKNESS DESPAIR

AND THE MARTIAL ARTIST

BY SANG KYU SHIM

TAE KWON DO TIMES
JANUARY 1993

Success! We all want it, often for reasons we cannot put into words. And though success is usually sought for its material rewards, the urge to achieve goes much deeper than our desire for wealth and physical comforts. A successful career can bring with it a profound sense of fulfillment. While most of us have a strong desire to succeed, there are obviously many more wishful thinkers than there are successful people. In our fantasies we imagine ourselves aglow in a robe of success and we are enthralled by what we see. Yet the vision remains distant and unreal. We would all like to achieve it if only we knew how, but the means elude us.

There is no magic formula for success. We might envy the success of another: "If only I could make it the way he did." But our attempts to apply their goals and attitudes to our own situations are often in vain. Some of us see success as a matter of luck and in some ways it is. But luck is not a matter of chance; it can be generated. As the saying goes, "A successful man makes his own luck."

Success is a journey with a starting point, a middle and an end. Following along a path which might be straight or crooked, it eventually terminates on a peak that most would agree represents an impressive level of achievement. What would it take to get you started toward a high-achievement goal? First, you must decide that you want to be successful. The decision is yours and yours alone. Success is the fuel of motivation, the concentrated energy that you are willing to commit to getting to the top. The greater the motivation, the better the performance.

Your decision to succeed is possibly the most important decision of your life. So you must begin by clarifying your own objectives. Ask yourself, "Why do I want to be successful?" The answer to this question fuels the fire of self-motivation, your conviction that you want the fruits of success so badly that you are willing to strive for them with all your heart and mind. You and you alone must be both the architect and builder of your own success. This does not rule out help or guidance from others, but the drive to achieve must be your own. That is, now that you have decided to become successful you must construct a new, efficient, workable mode of trying to obtain the success that has always eluded you. You must tear down the old and put up the new.

Now that you have decided to become successful and create a new image by shattering your old inefficient system of trying to achieve success, you must develop a positive mental attitude. While each of us carries a certain mental image of ourselves this "image of self" may be vague, ill-defined and blurred in our conscious thinking. Most of us would be at a loss to define and explain this mind's-eye picture and some may even deny its existence entirely. But it is there, complete in every detail in our subconscious mind.

Our self-concept is a private and personal image of the type of person we are. It is composed of all the beliefs we hold about ourselves. These beliefs have, for the most part, been formed by the total experiences we have been exposed to at this point in our lives. Every emotion, thought, observation, feeling, words spoke or heard, expression, joy, triumph, sorrow, humiliation, success or failure shapes this blueprint of life.

Once any idea or belief is accepted as part of this picture, it becomes basic truth to us; despite its validity, it influences our overall judgement. All our actions, reactions, thoughts, beliefs, opinions and abilities are always consistent with this mind's-eye picture. It shapes and colors everything we think, do, say and are. We invariably act like the person we see ourselves to be. It is practically impossible to act in any other way.

The all-important mind's-eye picture exercises primary control over the "role-seeking mechanism" of the subconscious mind. It is the ruler of our guidance system and is based on the vast amount of data programmed into our subconscious. The person with the most negative data has the image of failure in his mind's eye picture. This individual will fail throughout his life despite any good intentions to succeed.

We do not see things as they are, but as we are. Success can and often does follow some people throughout their lives. You may be justly proud of your family lineage. Your great-grandfather might have been an illustrious man, your grandfather famous in his own right, your father outstanding in his field. If you believe that your family ties guarantee your own success, you are wrong. Your chances of succeeding might be better than those of an individual reared in failure, but only because the association with successful people has given you a success consciousness. You develop an awareness of success because you are exposed to it in your formative years. Success is your own inheritance, you believe and expecting success, you find it.

"It is obvious why the great majority never gets far in life. They do nothing creative. They simply live out their lives, accomplishing nothing memorable."

Reliance upon inheritance, however, is no guarantee of lasting success. The successful son of the successful father is the exception, not the rule. How many cases can you think of in which a man has inherited his father's success? All too often the pattern is reversed. A prominent man, highly regarded in his community, leaves a thriving business to his son who promptly runs it into the red. A vast family fortune estimated in the millions is left to an heir who squanders it within a year. Why do they fail? Are the tendencies to failure inherited? Certainly not! All success or failure comes from within. Whether you succeed or fail is determined by the images sent to you by your creative subconscious. Our failures are not in others, but in ourselves. Surveys indicate that 95 percent of the people are over 50 percent negative in their thinking. It is obvious why the great majority never gets far in life. They do nothing creative. They simply live out their lives, accomplishing nothing memorable. By skeptics we mean those individuals who make such comments as these: "It's apptitude that counts. You must be born with brains to be successful. Everyone must have pull to succeed. It's politics. It's who you know, not what you know that gets you ahead. Salesmen are born to success, not trained to success."

The world is full of skeptics, those who look everywhere except within themselves for success. They blame everyone under the sun for their shortcomings, everything and everyone -- but themselves. Skeptics the world over were jolted a few years ago, confronted with evidence that men are "born equal." Albert Einstein, the great scientist and mathematician, was born of common stock. Before him, his family had produced no particularly notable men. Einstein himself was an average student. His formal education was limited. But, he became captivated by numbers and what they might prove about the universe. He outstripped the scientific minds of all ages in devising his formulae on time and space.

Einstein had willed his brain to medical science. When he died and the most brilliant brain of the century was studied it was found that Einstein's brain was average in every way. It had the approximate normal average of ten billion cells. It had no unusual characteristics. It was for all practical purposes, identical to the brain of any other man of Einstein's age.

Albert Einstein was born as ignorant as you were. Or we might put it this way. You were born as intelligent as Albert Einstein. The only difference between you and the world's great genius is this: He became fascinated by his field and devoted the entire power of his mind to its mastery. He was so dedicated that he could not rest until he had mastered his profession.

It makes no difference who you are. You, too, have the power within you to become an expert in any field you wish. There are two major guidelines: 1) Develop a 100 percent positive attitude. 2) Apply this attitude to your chosen field of study until you know that field better than anyone else. Will it take long? No! Devote one hour of positive study to your subject every day and in ten years you will know as much about it as anyone. The word positive is crucial. As you rid yourself of the destructive force of negative thinking you will be able to master any subject.

The importance of your thinking and how it can help shape your life pattern should be more clear to you now. You must guide your thinking as only you can. I cannot emphasize this enough. Trained thoughts are more powerful than untrained ones. It has been proven that even a little bit of constructive thinking can destroy a mountain of destructive thinking. Adopting this scientific and carefully planned mental procedure, you can overcome the years of negative thinking and acting that are responsible for your present situation.

Thoughts and words tend to manifest themselves according to their intensity; that is according to their strength of the impression created in the subconscious. Hence, when you learn how to control thoughts and words, how to project them with a definite purpose and great intensity, you will find that they will serve you as never before. They will accomplish many mighty things for you. The same rule, however, also works in reverse. Negative, untrained, destructive thoughts become more intense. While a true professional controls the thinking of those around him, no one can control another until he can first control thinking himself. Self-mastery means first learning how to control your thoughts and then utilizing the power of your own thoughts, words and actions.

The conscious mind can reason, accepting and initiating action. It is the conscious mind that controls the voluntary movements of the body. For example, you wish to pick up a pencil. What happens? As soon as the conscious mind wills it, your hand moves to the pencil and your fingers grasp it. The willing and the doing happen in a brief movement; the two are almost instantaneous. The conscious mind is the portion of our mentality that you use while awake. it controls your body. There is one problem that continually prevents us from using our mind to its fullest extent, particularly when dealing with people. Think back to how often you were introduced to someone and you made up your mind almost instantly that you did not like him. Can you honestly say that you took an objective approach to that person? Probably not. On the other hand, suppose you opened your conscious mind and looked at the same individual in an objective manner. Instead of making a quick judgement about him, you used your conscious mind constructively to absorb information. Do you think this approach would give you a more accurate picture of that individual? It would, and for more important reason. You used your conscious mind fully and objectively.

Why do I bring up this example? To make one important point. If you will rid yourself of negative thoughts and use the power of your mind for positive success, you must learn to open your consciousness and enjoy the rich and rewarding experiences of everyday living. If you can focus your thoughts on the positive side and allow your conscious mind to work, you will be amazed at the many things you will see and experience for the first time. More important than this, you will gradually develop a greater understanding of your own "self" and your relationship to those around you.

In changing your mind's-eye picture of yourself, you work directly with the heart of your problem. One's mental images are the basis of all success or failure. But to enjoy living, you must have a realistic mind's-eye picture of yourself. You must have an image of a "self" you can believe in, trust, be loyal to, and live with comfortably. Your "self" must be one you can exhibit

and express shamelessly. You must honestly know yourself, both your strengths and your weaknesses. Your mind's-eye picture must be true; it must reflect neither more nor less than you are. When this mind's eye picture is right, you feel it and know it. You will be wholesomely proud of just being yourself and in so doing, you will find that you radiate a healthy self-esteem and confidence that favorably affects those around you. You will be able to accomplish more and consequently, enjoy life more fully.

"Albert Einstein was born as ignorant as you were. Or we might put it this way. You were born as intelligent as Albert Einstein."

The philosophy of the martial arts explores the meaning of life in terms of self-realization, self-perfection and self-determination. The circumstantial freedom of self-realization deals with the achievement of success through positive action. The acquired freedom of self-perfection is concerned with moral perfection through self-denial. Finally, the natural freedom of self-determination is concerned with the identification of the self with nature. The martial arts may be interpreted as acquiring the freedom which may set one free from society, from oneself and from the way of nature.

The philosophy of the martial arts provides us with an actual way of life, not merely a theoretical justification for the human condition. It differentiates between success and failure in anything we do. It also differentiates between those who possess energy and drive and those who are listless and drifting. Furthermore, it explains why some people lead lives of satisfaction and achievement and others continually face frustration and despair. In our chaotic world the martial arts give meaning to our lives, motivate us to positive action. In short, the martial arts help us achieve success in all aspects of our lives.

One of the first rules of success is to possess energy and knowing how to concentrate your energy on significant things rather than on trivia. One of the most common mistakes if failing to complete an action: Like electricity, energy flows and it must not be interrupted. When you set out to do something, you must complete it. Energy thrives on achievement and declines as things drag on.

Self-identity as a basic principle of the martial arts motivates us to action. A motivated person is one who has drive, energy, direction and purpose. As just discussed, all successful people are motivated. That is, they have a clear sense of identity. Motivation in business and industry, for example, is the difference between profit and loss, growth and stagnation, and, for the individual, success and failure -- not to mention the most compelling need for happiness and healthy-mindedness.

The martial arts are a means of self-realization where the individual can fulfill his dreams. When unfavorable circumstances do not prevent it or when favorable circumstances permit it, the individual can enact his will, realize his desire, or fulfill his plans and purpose, whatever that may be -- in short, do what he wants to do. Self-confidence gained through the practice of the martial arts promotes the fulfillment of aspirations. These aspirations constitute an individual's own estimates of what is good for him, such goals as fame, wealth and power.

Our concern here is with self-realization where the self is understood as a social entity confronted with others either as friends or enemies, and with society whether favorable or not. Accordingly, our task is to realize ourselves in actual society through the philosphy of the martial

arts. Lack of discipline in any area of life is generally carried over into all areas. The disorganized individual lacks self-discipline, self-control and overall self-esteem. With a mind cluttered with so many disorganized details he cannot focus on the large picture. Since he cannot focus his priorities, he spends all his time working on the multitude of little things and has no time left for the important ones. Nothing important being completed, fear sets in -- the great paralyzer. Progress grinds to a halt and fear of success replaces drive and enthusiasm.

Acting according to this life plan, the martial artist is resolute and determined. Thus, the martial arts teach us that man is a self-confident being. The most universally felt need of all living things, no one can escape the need for self-confidence. And no one can gain self-confidence except through one's own personal life experience.

Self-confidence as a major component of success is built upon the foundation of previous success. At the beginning of any new undertaking we rarely feel any degree of confidence. We must learn from experience that we can succeed and once this has been accomplished, true self-confidence follows. Think of your efforts to learn to swim, ride a bicycle, tie your shoe, or read. You achieved confidence in your ability to do these things by repeating your successful experiences until you knew you could accomplish them, It is true that nothing fosters success like success.

It is also true that a small success can be used as a stepping stone to a larger one. The goal-striving success mechanism within our subconscious mind strives to remember and repeat success while forgetting failure. This process is the only way we can achieve success consciousness and form a habit of success. Still, what do most of us do? Many of us destroy self-confidence and our chances of success by remembering past failure and forgetting about past successes. We not only remember past failures, but we stress them by emotionally condemning ourselves for them. This self-condemnation fosters feelings of shame and remorse which destroy all confidence.

It really does not matter how many failures you have experienced in the past. Even the size or scope of failure cannot affect you if you would only put it out of your mind. Stop dwelling on past failures and concentrate on the successful things you have accomplished. Analyze errors and mistakes, briefly, to any obvious lessons to be learned and then dismiss them from your mind. Focus your attention on some past success, no matter how small it might have been and recapture your feelings of that time. This reinforces the success impressions within your mind and recharges your self-confidence.

Self-confidence is the very first principle of professionalism. Why? Because confidence is a quality that radiates. If you are confident in yourself, others will believe in you, trust you. Since you speak with authority, your attitude demands respect for that authority. Self-confidence, however, differs from arrogance and conceit. You gain no one's respect when your attitude seems to say, "I know more about this than you do."

On the contrary, self-confidence allows the other person to feel that he is being led by an experienced authority, not being ordered around by an egotist. The arrogant salesman, for example, leaves a prospect with the impression that he is being pushed into a decision; the confident salesman leaves him with the impression that he has been helped. The salesman has shown him the benefits which his service can bring him. The decision, the prospect feels, is his own. The self-confident salesman, in showing him advantages he might not have seen for himself, has simply helped him make the right decision.

It has been said that "with confidence you have no fear; without it there is no hope." What happens to the professional who has lost his confidence? The doctor or lawyer who loses his confidence is through. The professional athlete who loses his confidence is soon replaced by the confident, more aggressive player. Without this element of confidence, the road to success can be

a rocky one. Lack of confidence, even in the slightest degree, is soon apparent in your speech and manner. But even more alarming, it is quickly reflected by a similar lack of confidence from those around you. The confident professional has learned the basic difference between discouragement and disappointment. He is aware that occasional disappointment might delay the fulfillment of his objective, but he is never discouraged into thinking that his aim will never be obtained.

We can explore the main focus of self-confidence with an illustration. Imagine two men, one a success in his field, the other a failure. What difference might we see in their walk and in their manner of speaking? The successful man believes in himself and what he is doing. He walks with shoulders back, head erect and chin up. Despite his physical stature, he stands tall. Why? Because he knows he is on his way up. He is high on the ladder of success. He walks with a snappy step because he knows where he is going. He is moving quickly toward a goal. His eyes sparkle because this is a way of speaking, of telling everyone that this man knows what he wants out of his life and is on his way to achieving it. They tell the whole story. This man has confidence in himself and in his skill.

The failure has lost his perspective. He is not sure of where he is going or whether he is doing what he wants to do. The picture of this man is the picture of failure; we sense this the instant we see him. His posture is poor because he does not feel that pride that comes with accomplishment. His walk is slow because he is uncertain of where he is headed. His eyes are dull and listless because they lack the excitement that stems from a feeling of confidence. The contrast between these two men speaks for itself. You must have confidence to sell youself and your ideas.

But, what is confidence? Since it is important to your success, stop to think about that for a moment. After consideration, you will probably answer this way: "Confidence is a feeling." If this is true, obviously you must strive to maintain a feeling of confidence. But how? How do you develop a feeling of confidence? William James put it this way: "Actions seem to follow feeling, but in reality, feeling and action go together; and by regulating the action which is under the more direct control of the will, we can indirectly regulate the feeling which is not."

In this statement, James has given us the principle key to confidence. To develop the feeling of confidence, we must know, understand and act confidently. The actions we perform are a necessary factor in developing any desired feeling. Since feelings are so important in everything we do, we must understand and constantly apply the formula of how to establish a feeling. Within every individual is a supreme, natural inner power or source of power. The formula we will give you for synchronizing your thoughts, actions and feelings will help any individual release and utilize this supreme inner power. Its application will develop the most confident, powerful, magnetic "you" possible. The formula: Positive thought plus positive action equals positive dealing.

All action begins with thought. The thought of the conscious mind directs action. The combination of thought plus action scores the impression in the subconscious mind far easier and far deeper than could the thought or action alone. The thought, plus its related action, more readily opens the mind, enters and etches a lasting impression in the subconscious. These new impressions are then reflected upon as guiding patterns, influencing and increasing your positive actions. You are forming a habit or a mode of behavior that will soon lead to the involuntary or automatic process of thought plus action. This, in turn, creates a feeling of success. In effect, you are building a permanent success consciousness. You must apply this formula to your development of confidence. While true self-confidence can be permanently won only by success in the field, application of the lessons given here will speed up the process tremendously.

Self-confidence is the solid inner knowledge, conviction and feeling that we do not have to prove anything to ourselves or to anyone else. The mental and physical discipline and demonstrated ability in the dojang are our credentials for a successful and fulfilled life. In the

dojang, Tae Kwon Do becomes a part of us, a personal asset, a superiority of mind, body and personality. No one can rob us of it. Once we learn to swim, we never forget, once we learn to think on our feet, we never lose basic self-confidence because it was gained by having lived it. Character development is the highest of the personal advantages to be gained through the martial arts. With a rational plan based on self-confidence, the martial artist leads a successful life by gaining whatever he may desire.

"The techniques of the martial arts teach the adept individual to project his life force into any part of the body, just as Van Gogh poured his soul onto his canvas."

From the martial artist's point-of-view, self-confidence is the source of positive creative thought and action. It is the very first principle of success in the discipline of the martial arts. If one is confident, one will transmit that feeling to the opponent. Moving with authority and dignity, this action certainly demands respect. In this situation, concentration can be effectively achieved by coordinating every muscle of the body to one point or by transferring the result of such mobilization onto one of the opponent's vital spots. With self-confidence, proper focus occurs with lightening-like speed. Its duration is immeasurable though its effects are spectacular and often permanent. Power and speed are also doubled. Proper breath control, perfect rhythm, equilibrium -- such techniques are merely by-products of the martial artist's self-confidence.

Self-confidence, as one of the necessry conditions for victory in the martial arts is a product of positive creative thinking and imagination. The martial artist knows this to be true, not by reasoning but through experience. The more confident you are, the more successful you will be. The proof is in the doing. If you can do something correctly and efficiently once, you can do it twice.

Through positive creative thinking and imagination one visualizes himself succeeding and draws from himself and his experience the necessary ideas and action to produce his own success. Likewise, through negative creative imagination one sees himself failing and, consistent with his expectations, makes all the "right" choices of thought and action to get the job done and programs himself as a failure. Both are equally creative for we are dealing with a new problem to be faced but one is creating positively and one is creating negatively. Both are efficient in reaching their goals. The difference is in the choices of goals because of the difference in thinking. Positive creative imagination produces positive results in thinking. Negative creative imagination produces negative results.

This provides us with an explanation of ourselves in terms of how we are efficient and inefficient, confident or fearful, happy or unhappy and perhaps most of all, a success or a failure in life and what we can do about it. Positive creative imagination is the technique for taping all our reserves of past successful experiences and for creating new successful experiences by solving problems, meeting challenges and inventing new ways to our self-realization, namely health, success and happiness. The relationship between the martial arts and the positive creative imagination is reciprocal.

Positive thinking and other ways of approaching life's responsiblities, opportunities, disciplines, challenges and rewards are the ways and means to the achievement of goals both for personal and material use. We live in a day of the best possible insights into the workings of the

human mind. Man is a thinking, feeling being. What he feels is real, his only understanding of himself and his world. His idea of himself -- his self-feeling -- the way he looks to himself is the way he lives and acts toward others and is the limitation of his abilities in his present condition.

This self-feeling, or self-identity, results from his life experiences, especially in early childhood when he first begins to learn to play the game of life. Everything is new and demanding and what he experiences becomes a part of his ability to face life and play the game to win. The past has made him what he is today and if he continues to limit himself to the past, he cannot possibly reach his fullest potential. What he must do is look to the future, think in new directions and build a new self-feeling. He can do this with positive creative imagination, the source of self-confidence, the key to the problem-solving of life.

Man is a problem-solver. He can examine a situation that he cannot presently handle and begin to see ways that it might be dealt with. He tries to solve the problem through his imagination before trying it out and risking failure and loss. Because he is not limited to trial and error in his attempts to alter his condition, he can project in his mind the circumstances he will face and satisfactorily work out means of dealing with them.

This is the basis of his potential for self-improvement and reaching his goals in the phase of self-realization. Positive creative imagination allows us to use everyghing we have acquired in the past. It also allows us to acquire new experience by trying it out in the mind before starting the job.

"A true martial artist knows how to solve the problems of life without resorting to violence."

How then, does this understanding of man's mind relate to the actual practice of the martial arts? We can improve the imagination by practicing new ways of thinking, feeling and acting. Every personal objective -- every objective of the martial arts -- can be practiced and perfected in the mind including the actual physical practice. Every quality of the disciplined, dedicated participant in Tae Kwon Do, for example, can come under the serious self-direction of the one who practices it. Only limited imagination or lack of dedication and practice can make one fall short of his goals.

Much as been made in recent years of the psychology of the self-fulfilling prophecy, the tendency on the part of an individual to bring about the conditions that will make his feelings about himself come true. As Goethe said, "Treat people as if they were what they ought to be and you help them to become what they are." Or to paraphrase, "Treat yourself in your imagination as if you are what you know you can be and you will become what you are capable of being." This can be done both positively and negatively. A person with confidence, goals and positive expectations "leads his own success." A person with insecurity, no goals and expectations of failing over and over defeats himself at every turn. This is far from the image of the "total man" as depicted in the philosophy of the martial arts.

True self-confidence is the solid inner knowledge, conviction and feeling that we do not have to prove anything to anybody. We must not confuse self-confidence with confidence in special feats of sport and trials of life. To face the world with confidence a person must believe in himself, not in his fist and have a good reason for so believing. The discipline of the martial arts gives us self-confidence, and in turn, it provides training for keeping the body perfectly conditioned and holding the mind together by natural means. It does away with the necessity of drugs or medications; yet it relieves tension and provides self control.

The self-confidence acquired by the martial artist is not just physical superiority such as that which an Olympic high diver must have to perfectly execute his dives or the parachutist to sky-dive, or the weight lifter to do his best. It is not just intellectual superiority as demonstrated by the Ph.D. scholar or the Phi Beta Kappa Key bearer; it is not just the artistic superiority of the highly-disciplined dancer. The type of self-confidence we are discussing is feeling deep within that you have earned a place for your self-realization, living with your fellow man as a whole person. With this kind of self-confidence a true martial artist knows how to solve the problems of life without resorting to violence.

Self-confidence, however, is not everything. If you have nothing in which you are confident, what is it for? Technique and power must be coupled with confidence. If you want a person to believe in your ability, you must believe in it first. And to believe it your ability, you must believe in it first. And to believe in it, you must know it thoroughly. Again, with self-confidence your skill can be doubled in effect. Self-confidence comes principally from one's strong belief in oneself properly estimated in terms of one's role in society.

The techniques of the martial arts teach the adept individual to project his life force into any part of the body, just as Van Gogh poured his soul onto his canvas. Then control in techniques, the master presents the challenge. This is the ultimate in the martial arts, as in life and leads the student toward total enlightenment.

As the student progresses, his development is characterized by the ability to handle presssure, to understand his sense of duty and responsiblity, the ability to act spontaneously and with exactitude, his ability to see, to know and perceive directly on and off the training floor, and finally, a deeper confidence which more closely approaches the concept of total confidence. The immediate challenges at this level are no longer physical, but the struggle for self-knowledge becomes the ultimate challenge. the student finds himself engaged in feeling, objective observation, scrutiny and constructive self-criticism. Such questions as, "Who am I? What am I? and Where am I going?" become important and require serious thought. And from this sensitive self-analysis arises a commitment to duty.

We must not be afraid to "know oursleves." We must know ourselves if we are to succeed in the study of a martial art in which both our bodies and our minds are so important. As Collingwood says in his THE IDEA OF HISTORY.

> "It is generally thought to be of importance to man that he should know himself... Knowing yourself means knowing, first, what it is to be a man; secondly, knowing what it is to be the kind of man you are; and thirdly, knowing what is to be the man you are and nobody else is. Knowing yourself means knowing what you can do; and since nobody knows what he can do until he tries, the only clue to what man can do is what man has done."

It is possible to attain freedom and dynamic individuality through organizations, specifically through an organization such as Tae Kwon Do where the individual finds that he is able to be himself, to grow, to become all that he is capable of becoming. Through meditation and reflection we come to know ourselves, come face to face with the reality of our inner beings, know both our strengths and our weaknesses and can act upon what we see. Through punctuality in both technique and personal promptness, we learn self-discipline and thus, leadership, since we are then respected by our peers, our superiors and most especially, by ourselves. We inspire all with whom we come in contact to aspire to virtue of the highest caliber.

TAE KWON DO TIMES
JANUARY 1993

Significant factors in the martial artist's success is his persistence. He is always acutely aware of the thin line which separates success from failure. He knows that while one drop of water cannot destroy anything, a continuous chain of drops can change even the shape of the rock. We might say that persistence is the art of devoting relentless, continuous effort to a project until we have successfully completed it. Just as nature arranges the way of water, the world makes way for an individual who knows exactly where he is going.

People can be divided into three groups: the pessimists who believe that if anything can go wrong, it will; the fatalists who think that they have no control over their own lives because their fates are predetermined so they sit back and wait for things to happen to them; and the optimists, who believe they are masters of their own fates and lives and set a rational plan of life, taking positive steps to attain the best possible life.

The martial artist is an optimist. His plan of life is a coherent, internally harmonious system of means and ends. With such a plan he orders his goals based on his own determination

"Our ultimate goal must become self-mastery. If we fail to achieve this we will never become successful in any sense of the word."

of their comparative importance. The ordering of means and ends, therefore, reflects the individual's own value system. The ends upon which he places greatest emphasis are those he has decided to pursue at the expense of his less valuable ends. Furthermore, the martial artist's plan of life is the authentic expression of his own conception of himself based on his clear sense of self-identity. This means that the ordering of the plan must be the outcome of his own decisions made because of his self-chosen system of values.

The highest achievers among us have certain things in common with each other and with the greatest military strategists and leaders. For one thing, they are very focused. They have very specific goals. A commander does not aimlessly engage his troops in battle every which way. Of course not! He knows exactly what his target is and mobilizes his troops and supplies in exactly the right direction to reach his goal in the most expedient manner.

Goals focus our energy and effort, helping us to determine the competencies we need to develop and to provide a basis for deciding between alternative course of action. The principal enemies of the military strategist, the student, the entrepreneur or the martial artist stem from the inability to formulate meaningful life plans. For if one formulates goals and a plan of action, self-confidence can only grow. And self-confidence is an essential part of self-improvement since it enables us to know who we are and where we are going.

Haphazard movement toward a goal does no one any good. The highest achievers plot out a course which is not direct in the obtaining of their goals. They are also self-motivated. Their direction toward that goal comes from within and not from without. They need no external prodding for they thrive on challenge. And this challenge comes from within. It has often been said that the mind can be its own worst enemy. In the case of the highest achiever, it is his best friend. He engages in positive self-talk, not negative. He is constantly and consistently self -challenged.

The highest achiever can make course corrections to achieve his goals. Sun Tzu says, "According as circumstances are favorable, one should modify one's plans." This implies a sense

of vision that allows him to see the results of his actions and movements before he is taken too far off course. In other words, the highest achiever is flexible. Though he may not be flexible as far as what his goal is, he is flexible when it comes to getting there. If one thing doesn't work, he knows before he has wasted too much time that a change must be made. Inability to maintain a sense of flexibility only leads to frustration and failure. As Sun Tzu says, "He who can modify his tactics in relation to his opponent and hereby succeed in winning, may be called a heaven-born captain."

The optimist is the winner in the game of life because he enjoys life to the fullest. He sets goals and achieves them. He feels the rewarding sense of accomplishment when he does something constructive with his time. And it goes without saying that the martial artist is an optimist because he knows how to control his own life.

So our ultimate goal must become self-mastery. If we fail to achieve this we will never become successful in any sense of the word. We must rid ourselves of such an attitude. We must always strive with a sense of humility to create a masterpiece in all that we do. We must boldly search for progress with an attitude that has no fear of failure. We must be willing to take risks, to take decisive action. Action is the key. For without action, nothing is accomplished.

In this sense Tae Kwon Do is not only an art of action but a philosophy of life which allows the individual to find a goal through discovering his hidden talents. As the poet James Neal Ware put it, "Who knows better than I the things I can achieve unless I try?" One must possess a personal philosophy and one must not fear failure for it is only through a certain amount of failure that success is attained. While we must always believe in ourselves and the things that we do, we must always be prepared for set-backs.

Abraham Lincoln surely suffered more than his share of set-backs in his pursuit of success. He was soundly defeated in his first bid for a seat in the Illinois legislature. Then he embarked upon his own business and failed, spending 17 years of his life paying off the debts of a worthless partner. The beautiful woman to whom he became engaged died. When he re-entered politics by running for Congress he was badly defeated. Then he tried in vain for an appointment to the United States Land Office. Then he ran for the Senate and was soundly defeated by Douglas. But despite failure and set-backs, Lincoln persisted until he finally succeeded. A lesser indivudual would have quit after the first disappointment. Lincoln never lost sight of his goals and went on to become one of our greatest presidents.

As we acquire knowledge about ourselves and our world, we are in a better position to delineate our goals and learn how we can implement them. The question "Where am I going?" centers around our life plans -- our goals, the means for achieving them, and the hazards we are likely to encounter along the way. Goals focus our energy and effort, help to determine what competencies we need to develop and provide a basis for deciding among alternative courses of action. The inability to formulate meaningful life plans also leads to serious difficulties.

To formulate meaningful life plan, it is necessary to ask several questions. Why this life plan instead of another? What kind of life is good or bad for people in general and for me as an individual? What makes this goal good and that one bad? From among whatever alternatives are open to us, we all make choices about what we see as most desirable and most likely to be satisfying to us. Whether or not the person has thought through his value patterns or is even clearly aware of them, his life plans reflect his value patterns. Even if he forgets his chance to plan for himself and blindly follows the dictates of others, he is making a choice and in this sense is living out a value decision.

Accordingly, one's plan of life must flow as the authentic expression of one's own self-conception. In other words, the ordering of the plan must be the outcome of a person's own decicisions, made because of his self-chosen system of values. A successful life is not only an

integrated life, making it possible for one to pursue long-range and short range goals; it is also self-directed, a life of determintion every moment. One's success, in this respect stems from being the master of one's own existence. The individual's plan of life is a model of self-hood which he has created as an autonomous being that is, as one who can determine his own nature.

As we have seen, to have a proper will to succeed, it is necessary to have a proper self-knowledge which also enables us to formulate a rational plan of life. How do the martial arts then promote and confirm our will to succeed according to our rational plan of life? We must have a philosophy of life based on concrete strategies or goals. And we must have viable means to achieve those goals. In other words, we must have tactics.

The term "leader" has traditionally implied as individual clearly distinguished from others in power, status, visibility and in any of a number of other character traits, such as decisiveness, courage, integrity and intelligence. The master also possesses not mere followers but actual disciples. He is both an able administrator as well as a virtuoso in his field who can contribute innovative techniques as well as his spirit in the martial arts. It is important for him to be concerned with basic principles and a bird's-eye view of his master plan.

The martial arts produce the total person. The successful martial arts student is not necessarily better equipped mentally or physically than his less successful colleague. What makes

"The martial arts may be interpreted as acquiring the freedom which may set one free from society, from oneself and from the way of nature."

the difference is his own self-image and his persistence in the quest for self-improvement. It is the knowledge of who he is, why he is and where he is going that determines how closely he approaches the realizations of his ultimate goals. Positive determination begets remarkable results and unprecedented success in the mastery of the martial arts.

The philosophy of the martial arts in the phase of self-realization is primarily concerned with the actual winning on the battlefield of life. Here, victory in the martial arts and success in our lives are perfectly analogous. Furthermore, the discipline of the martial arts actually contributes to our successful lives by building a positive and persistent character.

The greatest success stories are created by those who recognize a problem and turn it into an opportunity. This is made possible only by an assertive and positive personality. Self-realization in the philosophy of the martial arts means to put one's true self in a setting in order to make that self the most beautiful gem in the world. The martial artist begins with physical feats such as breaking bricks or boards and learns how to do such things most effectively. Then he comes to such crucial notions as concentration and confidence, two forces which lead to victory in combat and success in life.

In part II of "Success," the author discusses why and how the martial arts can effectively help you to succeed in all your personal and professional ventures.

Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
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Counseling & Communication Workshop Evaluation

Workshop #1, Jan. 8, 1993 What's The Problem?

Name_____ Agency_____Position_____

Content:

Was the content useful to you? Why or Why not?

What was the most important thing you learned?

Did any of the content seem inappropriate to you? If so, what?

Did the program fulfill your expectations?

Presenters:

How would you rate the presenters?

Presenter- Kelly Barron Excellent Average Poor

Presenter- Penny Willard Excellent Average Poor

Facility:

How would you rate the facilities: Excellent Average Poor

Do you plan to attend any future Adult Education and Job Training Center workshops based on this experience?

Yes No

Any additional comments or recommendations are greatly appreciated.

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Was the content useful to you? Why or why not?

1. Yes. I deal with clients daily who are slow to open up.
2. Yes. Although I do not have direct dealings with our clients, I found the workshop very interesting - particularly the tape which showed the client's point of view.
3. Yes. The content was very useful since I work with individuals who could use this information.
4. Yes. I can use it with students and SPOC women.
5. Yes. Very applicable.
6. Yes.
7. Yes. I can always use new ways to improve a client's self esteem.
8. Yes. It will help me approach clients differently at intake.
9. Yes. Techniques to use when dealing with people.
10. Yes. It will be helpful in personal life and with clients.
11. Yes. Goal setting suggestions and problem solving suggestions.
12. Yes. Very informative.
13. Yes.
14. Yes. Will help my students.
15. Yes. Useful because it directly deals with our clients.
16. Yes. I will utilize problem solving daily.
17. Yes. It gave me new ideas of improving not only my students' but also my own self esteem.
18. Yes.
19. Yes. It helps to prepare for dealing with clients.
20. Yes.
21. Yes. I have used some of this material but it was useful to review and see how others utilize it in their class.
22. Yes. I got some ideas that I can use with my students.
23. Yes.
24. Yes. Need to build self esteem to inmates.

What was the most important thing you learned?

1. Discussing similarities and differences between myself and my clients.
2. How very important self esteem is to everyone.
3. I enjoyed the self esteem segment the most and will be more aware of how to work with others in terms of self esteem and problem solving.
4. How to build self esteem and watching how you introduce and teach TABE.
5. A reminder that our role is not to be the cure all.
6. Life line idea looks promising and reminded of using a journal as a tool.
7. That some of the techniques that we feel are good really turn some clients off.
8. Approaching clients.
9. What I can do to set the stage for client successes.
10. The tape was eye opening.
11. To learn from the students.
12. I thought the self defense part was very helpful.
13. Identification of an individual's problem.

14. Incidents are neutral.
15. The self defense material was excellent.
16. Self defense techniques and attitudes.
17. How your students can help you.
18. Using the time line.
19. How to help others set goals.
20. Get at the base of the problem, work in small steps.
21. To remember participants own their own problems.
22. Problem solving.
23. Problem solving.
24. Decision making.

Did any of the content seem inappropriate to you? If so, what?

1. 23 people responded "No" to this question. The following comments were also made:
    a. I enjoyed the whole program very much.
    b. Everything was very appropriate.
2. 1 person responded "Yes" to this question. The following comment was made:
    a. Content was somewhat biased toward females: single mothers.

Did the program fulfill your expectations?

1. 23 people responded "Yes" to this question. The following comment was also made:
    a. Would have liked more time spent on "DESC" technique. Would have like nutritious snacks and herbal tea.
2. 1 person responded "somewhat".

How would you rate the presenter, Kelly Barron?

1. Excellent: 16 People
2. Average: 8 People
3. Poor: 0 People

How would you rate the presenter, Penny Willard?

1. Excellent: 16 People
2. Average: 8 People
3. Poor: 0 People

How would you rate the facilities?

1. Excellent: 10 People
2. Average: 14 People
3. Poor: 0 People

The following comment was also made:
The chairs were uncomfortable.

Do you plan to attend any future Adult Education and Job Training Center workshops based on this experience?

1. All 24 people responded "Yes" to this question.

Additional comments or recommendations:

1. Tables would be helpful.
2. Maybe a follow-up with some type of Bibliography or other resources available for this topic.
3. More scratch paper. Tables to write on.
4. I appreciate this workshop. It was especially helpful for me and am sure for others also.
5. Don's material and ideas were interesting.
6. Problem solving: Use role play; Identifying problem; Give example of open ended questions and defining problems.
7. All day training vs just A.M. would be beneficial to participants traveling any distance. Also sample situations would be helpful.
8. Great workshop!

Shades of Grey

STAFF DEVELOPMENT: COUNSELING AND COMMUNICATION

SHADES OF GREY

This workshop focused on two major topics: motivation of clients and responding to diversity.

The first part of the workshop focused on motivation. There was discussion of basic motivation philosophies, with emphasis on control being in the client's hands and how clients get "stuck." There was a small group exercise: each group was given words (change, esteem, challenge, performance, attitude, committment, risks, reward) and the test was to group the words in order with the end result being an explanation of "motivation."

The second part of the workshop focused on diversity. There was an emphasis on understanding how our own values are influenced by our background and impact how we interact with diversity now. The discussion took place in the large group as well as in small groups to look at biases present in our formative years. We then processed stereotyping - looking at how we stereotype different groups (Japanese, women, men).

COUNSELING AND COMMUNICATION WORKSHOP #2

January 30, 1993

SHADES OF GREY

ISSUES:

1. Motivating our students/clients.
2. Recognizing our own biases.
3. Responding to diversity.

INTRODUCTION:

-Two-way street.
-Information may not be new -- but information we need to be reminded of.

ICEBREAKER:

-Motivation Model.
-Process.

MOTIVATION:

Takes place when you perceive yourself as having control (no control: no motivation).
-control belongs in the "client's hands," not for us to dangle over them.

MOTIVATION PHILOSOPHIES (Basic)

1. People want to succeed.
2. Perceptions of control and positive attitude are primary sources of motivation.
3. People's attitudes are directly related to the degree that they like themselves.
4. People will begin to make positive changes in their own lives when they experience control over themselves.

WORKERS' RESPONSIBILITIES

-Not our job to "fix it" for our clients.
-Will not last.
1. We do not have the power or control over another person. "Would be much better off if only they would..."
2. We do not have the right.
3. In effect - stripping clients of their dignity.

-Saying "you are not capable nor do you deserve to take care of your own life;" robbed our students/clients of all motivation.

STUCK

Many clients/students see themselves as stuck - change is required.
immobilized: no options
unsatisfied: in-decisive
above two categories are out of control.
Change is required
-do something different.
-take action.

COMFORT ZONE

-Our clients have become very comfortable with their situations: reluctance to grow.
-May not like it, but comfortable, they know what to expect.
-Discuss stretching self.
-Never go back completely.

HOW THEY GET STUCK

1. Low self-esteem.
   May have skills, experiences, and abilities, with low self-esteem -- won't recognize them.
2. Don't see alternatives.
   Our job: make students aware of alternatives, not to make choice for them - takes power away,.self-fulfilling prophecy (just what client may want).
3. Don't know what they want.
   We can act as a sounding board.
4. Fears - distorts perception
   -Break down fears.
   -Can deal with fears (not nearly as frightening as worrrying and not dealing).

expectation
unbearable and
unachievable

see success
able to deal

CONCLUSION

Best we can do for our clients who are not motivated is to recognize:

1. They do want things to be better.
2. Control - needs to be their issue, not ours so that we may assist them in visualizing the possibilities for change and growth.

PART II: RECOGNIZING AND RESPONDING TO DIVERSITY

Introduction:

-Cultural uniformity is a thing of the past.

-Understand our own values influenced by our background and impact how we interact with diversity now.

(need to know where we've been, before we can know where we're headed)

*Ask: Subtle or obvious biases present during our formative years. How carry over?

Stereotyping Exercise:

Process

Conclusion:

We no longer have the convenience of relating only to those individuals who behave like and have values like us. Issue is we must first recognize our own biases then move to view all individuals as unique with great assets to each of us.

Counseling & Communication Workshop Evaluation

Workshop #2, January 29, 1993 "Shades of Grey"

Content:

Was the content useful to you? Why or why not?

What was the most important thing you learned?

Did any of the content seem inappropriate to you? If so, what?

Did the program fulfill your expectations?

Presenters:

How would you rate the presenters?

Presenter - Suzanne Fisher	Excellent	Average	Poor

Facility:

How would you rate the facilities:	Excellent	Average	Poor

Do you plan to attend any future Adult Edcucation and Job Training Center workshops based on this experience?

Yes No

Any additional comments or recommendations are greatly appreciated.

COUNSELING & COMMUNICATION WORKSHOP EVALUATION
WORKSHOP #2-JANUARY 29, 1993
"SHADES OF GREY"

Was the content useful to you? Why or why not?

1. Yes, in all areas in work and life.
2. Yes, I learned many new things along with new ideas.
3. Yes, I enjoyed everything we discussed very much.
4. Yes, it related to my job in a daily matter.
5. Yes, you always need to be reminded of these things because they are important.
6. Yes.
7. Yes, it was very useful, because we deal with these issues everyday.
8. Yes, it was helpful getting others peoples feelings.
9. Yes.
10. Yes, because in Life Skills, motivation is very important.
11. Yes.
12. Yes.
13. Yes, it was fine.
14. Yes, I needed to see how others deal with diversity.
15. Yes, the motivation part of the workshop can be used with the clients I counsel.
16. Yes, helps me deal with clients.
17. Yes, with work and leisure, I don't always cope well.
18. Yes, it was a good refresher.

What was the most important thing you learned?

1. How important control is to many aspects of behavior.
2. Learning about motivation. Every student is motivated differently.
3. Being reminded of these issues is very important, so we can try to help our clients.
4. To be more open minded.
5. Motivation to get our students to read is important.
6. I learned the ways to initiate discussion of diversity. It is difficult to acknowledge prejudice.
7. I learned the issue of control...allowing the students some control so they don't feel they have been stripped of that.
8. I learned to deal with stereotypes.
9. I learned how to motivate students differently and to look at diversity.
10. Diversity.
11. I learned information on diversity.
12. I learned how to motivate students (Different ways for different people).
13. I learned information about motivation.
14. The person must be in control in order to be motivated.
15. Diversity.

Did any of the content seem inappropriate to you? If so, what?

1. No: 18 people
2. Yes: 0 people

   Comment: If there had been blacks or asians present, would different examples have been chosen?

Did the program fulfill your expectations?

1. No: 0 people
2. Yes: 16 people
   Comments: Suzanne always motivates me.
   Very helpful.
   Wish we had more time.

PRESENTERS:

How would you rate the presenter?

1. Excellent 14 people
2. Average 2 people
3. Poor

How would you rate the facilities?

1. Excellent 9 people
2. Average 8 people
3. Poor 1 people

Do you plan to attend any future Adult Education and Job Training Center Workshops based on this experience?

1. Yes 18 people
2. No 0 people

Any additional comments or recommendations are greatly appreciated.

1. This location was more relaxed and comfortable, and Suzanne did a wonderful job.
2. This was very helpful and I enjoyed it very much.
3. It is more comfortable and "homey" to have programs at 21 Market Street.
4. Suzanne is an excellent presenter and very knowledgeable.
5. Very good.
6. This was a super workshop. I really liked the fact that we were involved in the program.
7. More of the same would be greatly appreciated. Format and time allotted for these subjects was appropriate.
8. Would like Suzanne to do a workshop at the CAO.
9. I would like the name of the video.

Do You Really Hear Me?

STAFF DEVELOPMENT: COUNSELING AND COMMUNICATION

DO YOU REALLY HEAR ME?

This workshop dealt with developing basic communication strategies and listening skills for use with participants and with each other.

Assertive communication skills were clearly discussed with an emphasis on the use of "I" statements and basic listening skills. The video, Level With Me, examined different styles of communication and each participant was able to examine his/her own style. Another important skill, disarming, was explained and practiced, ie: find a grain of truth in what the other person says. The large group then divided into groups of three to role play/practice the communication/listening skills in work/client related situations.

J.C. Blair Counseling Services
Kay J. Fair, ACBSW/Counselor

February 19, 1993

ASSERTIVE COMMUNICATION SKILLS

I. Components of Good and Bad Communication

- A. Handout: Assertive Behavior and Communication

II. Level with Me - video

III. Five Secrets of Effective Communication

- A. Listening Skills
  - 1. Disarming Technique
    - a. "Letting Go" poem
  - 2. Empathy
  - 3. Inquiry
- B. Self-Expression Skills
  - 1. "I feel" statement
    - a. "Feelings" handout
  - 2. Stroking

IV. Agressive Communications

- A. Handout: Assertive Communication

V. Role Plays

Recommended bibliography for improving Communication Skills:

The Feeling Good Handbook
by David Burns, M.D.
Blume Books

He Says, She Says
by Lillian Glass, Ph.D.
G.P. Putnam's Sons

Learned Optimism
by Martin E.P. Seligman, Ph.D.
Pocket Books

"If someone criticizes you, agree with them at once. Tell them that if only they knew you well, they would not bother to criticize only that!"

Epictetus

ASSERTIVE BEHAVIOR AND COMMUNICATIONS

ASSERTIVE BEHAVIOR: Action taken in self interest which does not violate the rights of other people; an honest and direct communication of feelings, not intended to bring hurt to another person.

CHARACTERISTCS OF ASSERTIVE BEHAVIOR:

1. Use "I " statements. These are sentences which start with the word "I" and indicate something about you, not the other person.
2. Be respectful of the other person, who has as much right to believe and feel as he/she does as you do.
3. Start by using a minimum statement and go up the scale, as it becomes necessary. If you start with the most extreme response, you have no place to go.
4. Listen well to the other person.
5. Make sure the conversation does not get off the track.
6. Use all parts of verbal and non-verbal communication. Most of what the other person "hears" comes through your body language, rather than your words.
7. Try to see things from the other person's point of view, as well as your own.
8. Keep the conversation from getting into an accusing/defending match.
9. Be as clear as you can be about what you want, before the conversation begins.
10. Be respectful of yourself and the other person.
11. Accept that everyone has the right to say "no."

SOME OBSTACLES TO ASSERTIVE BEHAVIOR:

1. Feeling guilty about asking for something for yourself.
2. Fear of getting or not getting what you ask for and of rejection.
3. Past experiences when you didn't get what you wanted may make it hard to try again.
4. Negative self talk, like "I'm being too pushy;" "I don't deserve this anyway;" The person won't like me as much."

LETTING GO OF "TRUTH"

to "let go" does not mean to stop caring
it means, I can't do if for someone else
to "let go" is not to cut myself off
it's the realization, I can't control another
to "let go" is to not enable
but to allow learning from natural consequences
to "let go" is to admit powerlessness
which means the outcome is not in my hands
to "let go" is not to try to change or blame another
it's to make the most of myself
to "let go" is not to "care for"
but to "care about"
to "let go" is not to "fix"
but to be supportive
to "let go" is not to judge
but to allow another to be a human being
to "let go" is to not be in the middle arranging all the outcomes
but to allow others to affect their destinies
to "let go" is not to be protective
it's to permit another to face reality
to "let go" is not to deny
but to accept
to "let go" is not to nag, scold or argue
but instead to search out my own shortcomings and correct them
to "let go" is not to adjust everything to my desires
but to take each day as it comes, and cherish myself in it
to "let go" is not to criticize and regulate anybody
but to try to become what I dream I can be
to "let go" is to not regret the past
but to grow and live for the future
to "let go" is to fear less
and love more.

Here is a list of feelings that people have but often fail to identify.

I FEEL.....

abandoned
adequate
adamant
affectionate
aggravated
alarmed
almighty
agony
ambivalent
angry
annoyed
anxious
apathetic
astounded
awed

bashful
beautiful
benign
belligerent
betrayed
bitter
blissful
bold
bored
brave
burdened

calm
capable
captivated
caring
challenged
charmed
cheated
cheerful
childish
clever
compassionate
combative
competitive
condemned
confused
congenial
conspicuous
composed
compelled

contented
controlled
contrite
creative
creatfallen
cruel
crushed
culpable

deceitful
defeated
delighted
desirous
despairing
destructive
determined
different
diffident
diminished
discontented
disgusted
distracted
distraught
disturbed
divided
dominated
dubious

eager
ecstatic
electrified
embarrassed
embittered
emotional
emphatic
empty
enchanted
energetic
enervated
enjoyable
enraged
envious
euphoric
evil
exasperated
excited
excitement

exhausted
exhorted

fagged
fascinated
fawning
fearful
flustered
foolish
frantic
free
frustrated
full
furious
fussed

gay
glad
good
gratified
greedy
grief
groovy
gullible

happy
hate
heavenly
helpful
helpless
high
homesick
honored
horrible
hurt
hysterical

idiotic
ignored
immortal
imposed upon
impressed
infatuated
infuriated
inspired
intimidated
isolated

jealous
jerky
joyous
jumpy
juvenile

keen
kicky
kind
kinky
kissing sweet
kooky

lackadaisical
laconic
lazy
leacherous
left out
lethargic
licentious
lonely
lousy
loving
lumbered
lustful

mad
magnificent
majestic
maudlin
mean
melancholy
mercilous
mighty
mournful
mystical

nasty
naughty
nervous
nice
niggardly
nutty

obnoxious
objective
obsessive

odd
odious
offensive
opposed
ornery
outraged
overwhelmed

pain
panicked
parsimonoius
patriotic
peaceful
peppy
perky
persecuted
pessimistic
petrified
petulant
pious
pity
pleasant
pleased
poutful
precarious
pressured
pretty
prim
prissy
proud

qualified
quarantined
quarrelsome
queenly
queer
quiet

rambunctious
refreshed
rejected
relaxed
relieved
remorseful
restless
reverent
rewarded

ridiculous
righteous
ruptured

sad
sated
satisfied
scared
screwed up
sensuous
servile
settled
sexy
shocked
silly
skeptical
sneaky
solemn
sorrowful
sorry
spared
spiteful
startled
stingy
strange
stuffed
stunned
stupid
stupified
suffering
sullen
sunny
sure
swamped
sympathetic

talkative
tempestuous
tempted
tenacious
tenuous
tense
tentative
terrible
terrified
thankful
thirsty

thoughtful
threatened
thumped
thwarted
timid
tired
topped
torrid
trapped
tried
troubled

ugly
uneasy
unsettled

vehement
violent
vital
vivacious
vulnerable

weepy
wicked
woesome
wonderful
wonderous
woozy
worried

xenophobic

yucky

zealous
zonked

ACTIVE LISTENING

SOME DO'S AND DO NOT'S OF ACTIVE LISTENING

Don't fake understanding.

Don't tell the person you know how he/she feels.

Don't be critical or judgmental of other persons.

Don't jump to conclusions before hearing the complete message.

Do check out the meaning of the sender's message by asking for clarification and paraphrasing.

Do listen attentively with genuine interest.

Do listen to hear, not only to reply.

Do accept feelings as valid and important to the person.

Do maintain a physical posture of interest and involvement.

Do bring to all communication:

- *Understanding
- *Acceptance
- *Genuine Liking
- *Empathy

COMMUNICATIONS

LISTENING TO OTHERS

1. WANT TO LISTEN. Almost all problems in listening can be overcome by having the right attitudes. Remember, there is no such thing as disinteresting people -- only disinterested listeners.

2. ACT LIKE A GOOD LISTENER. Be alert, sit straight, lean forward if appropriate, let your face radiate interest.

3. LISTEN TO UNDERSTAND. Do not just listen for the sake of listening. Listen to gain a real understanding of what is being said.

4. REACT. The only time a person likes to be interrupted is when applauded Be generous with your applause. Make the other person feel important. Applaud with nods, smiles, comments, encouragement.

5. STOP TALKING. You can't listen while you are talking. Communicate; do not take turns talking.

6. EMPATHIZE WITH THE OTHER PERSON. Try to put yourself in the other's place so that you can see that point of view.

7. ASK QUESTIONS. When you don't understand, when you need further clarification, when you want the other person to like you, when you want to show you are listening; but don't ask questions that will embarrass or "put down" the other person.

8. CONCENTRATE ON WHAT THE OTHER IS SAYING. Actively focus your attention on the words, the ideas, and the feelings related to the subject.

9. LOOK AT THE OTHER PERSON. Face, mouth, eyes, hands, will all help the other person communicate with you. Helps you concentrate, too. Shows you are listening.

10. SMILE APPROPRIATELY. But don't overdo it.

11. LEAVE YOUR EMOTIONS BEHIND (if you can). Try to push your worries, your fears away. They may prevent you from listening well.

12. GET RID OF DISTRACTIONS. Put down any papers, pencils, etc. you have in your hands; they may distract your attention.

13. GET THE MAIN POINTS (the big story). Concentrate on the main ideas and not the illustrative material; examples, stories, statistics, etc. are important, but usually are not the main points. Examine them only to see if they prove, support, define the main ideas.

14. SHARE RESPONSIBILITY FOR COMMUNICATION. Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand, and if you don't, ask for clarification.

15. REACT TO IDEAS, NOT TO THE PERSON. Don't allow your reaction to the person to influence your interpretation of words. Good ideas can come from people whose looks or personality you don't like.

16. DON'T ARGUE MENTALLY. When you are trying to understand the other person, it is a handicap to argue mentally while you are listening. This sets up a barrier between you and the speaker,

17. USE THE DIFFERENCE IN RATE. You can listen faster than anyone can talk, so use this rate difference to your advantage by trying to stay on the right track, think back over what the speaker has said. Rate difference: speech rate is about 100 to 150 words per minute; thinking 500.

18. DON'T ANTAGONIZE SPEAKER. You may cause the other person to conceal ideas, emotions, attitudes by being antagonizing in any of a number of ways: arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to judge and be aware of the effect you are having on the other person. Adapt to the speaker.

19. AVOID HASTY JUDGMENTS. Wait until all the facts are in before making any judgements.

20. LISTENING IS FUN! Develop this attitude. Make a game of seeing how well you can listen.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

Counseling & Communication Workshop Evaluation

Workshop #3, Feb. 19, 1993
"Do You Really Hear Me?"

Content:

Was the content useful to you? Why or Why not?

What was the most important thing you learned?

Did any of the content seem inappropriate to you? If so, what?

Did the program fulfill your expectations?

Presenters:

How would you rate the presenters?

Presenter- Kay Fair Excellent Average Poor

Facility

How would you rate the facilities: Excellent Average Poor

Do you plan to attend any future Adult Education and Job Training Center workshops based on this experience?

Yes No

Any additional comments or recommendations are greatly appreciated.

TIU 11 is an equal rights and opportunities educational service agency.

COUNSELING & COMMUNICATION WORKSHOP EVALUATION
WORKSHOP #3 - FEBRUARY 19, 1993
"DO YOU REALLY HEAR ME?"

Was the content useful to you? Why or why not?

1. Yes.
2. Yes. I enjoyed it.
3. Yes. I teach communication skills in some of my classes.
4. Yes. I work with difficult clients.
5. Yes. The material will be useful in the classroom, at home and with co-workers.
6. Yes. It was a great reminder of some skills I need to work on.
7. Yes. Good lead- in comments to handling different situations.
8. Yes. It is something to apply to life, not just work.
9. Yes. Identification of strategies.
10. Yes. I am a counselor and I need to improve communication skills.
11. Yes. Can be used at work or at home.
12. Yes. Role playing.
13. Yes. Communication breakdowns haunt me and sap my energy. I'm ready to try some new techniques.
14. Yes. Need to relate to co-workers and clients.
15. Yes. It showed me different ways to show how I truly feel.
16. Yes. It helps in my field of work and personal life.
17. Yes. Very effective in dealing with students.
18. Yes.
19. Yes. Important to always improve your communication skills.
20. Yes. Communicating effectively is important and extremely difficult to do in many instances. Not targeted to client/instructor situations however.
21. Yes. Communicating effectively is important in all relationships - social, personal,work.
22. Yes. Very helpful in both my personal and professional level. Everyone needs ideas on ways to improve communications skills.

What was the most important thing you learned?

1. Different way to handle touchy situations. Confronting these situations.
2. How to disarm.
3. I liked the video and think it would be good to use in my class.
4. Find some truth in something being said.
5. The most important thing that I learned was to share my feelings honestly.
6. This is difficult to answer since there were so many important things discussed.
7. That it's okay to express if you are angry, upset, etc.
8. The styles of manipulating.
9. You don't <u>have to want</u> every relationship to work.
10. Communication styles.
11. Don't try to defend the truth; see a grain of truth in what the other person says - at least validate his feelings.
12. Should have staff practice more.
13. Take risks more often. Be less defensive.
14. That I can tell someone how I feel without feeling bad about it.
15. Disarming technique.
16. How to communicate my feelings to students.
17. Review of assertiveness techniques.

18. I really need to practice the communication skills so that they become a natural reaction when confronted with problem situations.
19. How difficult it is for people to LEVEL.
20. Try to be more honest and assertive and less defensive in many situations.
21. Techniques to use so that my own emotions don't interfere with my expression as well as being assertive instead of defensive in negotiating in a confronting situation.
22. Finding some truth in the matter and verbalizing that; learning to use empathy and inquiry.

Did any of the content seem inappropriate to you? If so, what?

1. No: 22 People
2. Yes: 1 Person

Comments:

1. Video was too elementary and repetitive.
2. The role play could have been longer and I'd have liked more time to practice.

Presenter:

How would you rate the presenter, Kay Fair?

1. Excellent: 18 People
2. Average: 5 People
3. Poor: 0 People

Facility:

How would you rate the facilities?

1. Excellent: 11 People
2. Average: 9 People
3. Poor: 3 People

Comments:

1. Six people commented that the room was very cold.

Do you plan to attend any future Adult Education and Job Training Center workshops based on this experience?

1. Yes: 23 People
2. No: 0 People

Additional comments or recommendations:

1. It would be nice to have a more in depth seminar expanding on the contents.
2. This was a super presentation. I think that the video that we were shown would be useful in our Lifeskills classes.
3. I think it would be good to have a workshop on communication skills each year since effective communication is so important within our staff and with our clients.
4. Video rental information on bibliography.
5. Very good presenter. I'd like to have heard more from Kay and less video.
6. Excellent presentation. Thank you.
7. More time allocated would be beneficial. Not much time for interaction or questions/ answers was available.

The Next Step

COUNSELING AND COMMUNICATION WORKSHOP #4

THE NEXT STEP

March 19, 1993

I. INTRODUCTIONS AND ICEBREAKER, "IMAGINATION LIST"

II. VIDEO, COUNSELING OUR STUDENTS
DISCUSSION:
1. Types of counseling
2. Ways to create a "safe" environment for our students

III. COUNSELING SKILLS

IV. REFERRAL SKILLS/CASE STUDIES

STAFF DEVELOPMENT: COUNSELING AND COMMUNICATION

THE NEXT STEP

This workshop dealt with teaching basic counseling skills and developing appropriate referral techniques for use with students.

The workshop started with an ice breaker, "Imagination List," to begin interaction between participants. Next the video, Counseling Our Students, was viewed and discussed with an emphasis on types of counseling we do as adult educators and ways of creating a "safe" environment for our students. Very specific counseling skills, such as attending behavior and basic listening sequence, were discussed and practiced. The final part of the workshop dealt with referral skills. The participants broke into small groups and reviewed three case studies and telephone books to make appropriate referrals for the specific situations.

INTRODUCTION

Attending behavior is a foundation skill of counseling, perhaps the most important and basic skill of all. The ability to listen to and to enter into the world of the client is the most important part of effective helping.

Intentional interviewing is concerned not with which single response is correct, but with how many potential responses may be helpful.

The same skills may have different effects on people with different individual and cultural backgrounds

Effective helpers will be flexible enough to switch approaches when things seem to be going wrong.

Attune your responses to the unique human being in front of you.

Always keep the developmental level of the client in mind. They may be an adult, but when it comes to learning they may be coming from another level.

An awareness of clients' environment and surrounding social context may be as important as the individual before us. Keep in mind their family, school history, neighborhood, and the impact of broader social issues such as unemployment, housing, age and gender.

IMAGINATION LIST

1. What color is the letter "S"?
2. What does happiness look like?
3. What color is today?
4. What does purple taste like?
5. What does your self-image sound like?
6. What texture is the color green?
7. What color is the smell of your favorite perfume?
8. What does love look like?
9. What is your favorite sense?
10. What color is your favorite song?
11. What texture is your favorite scent?
12. What does winter sound like?
13. What sex is the number 6?
14. How old is the letter "P"?
15. How does the letter "M" feel?
16. What color is the fragrance of soap?
17. What does a cloud sound like?
18. What is the weight of your anger?
19. What is the shape of your imagination?
20. What does your favorite book feel like?

The Encyclopedia of Icebreakers - Sue Forbess - Green; Ice Breakers University Associates Inc., 1983

ATTENDING BEHAVIOR

Encourages client talk
Communicates to the client that you are interested in what is being said
Establishes rapport if you modify it to that of your client
Offers recourse when you are lost or confused--when you don't know what to do--attend!

Attending consists of 4 dimensions:

1) **Eye Contact**

Pupils tend to dilate when subject is interesting--contract when subject is not
Notice breaks in eye contact; they are reactions to what is being discussed. The subject is uncomfortable.

Cultural differences in eye contact:
Whites tend to maintain eye contact while listening and less while talking.
Some blacks tend to engage in less eye contact while listening and more while talking.
In some cultures eye contact is a sign of disrespect.

2) **Attentive Body Language**

Face them squarely
Lean slightly forward
Have an expressive face
Use facilitative, encouraging gestures
Comfortable conversational distance (cultural differences)
Natural, relaxed body style (desk)
Notice peoples' movement in relation to you, tend to lean forward when interested; away when not interested. Use as cues to modify topic, posture, or tone.

3) **Vocal Quality**

Change in pitch, volume or speed convey the same things that a change in eye contact or body language do. Think of the many ways you can say the following: "I am really interested in what you have to say."

Exercise: Get into a group, have people close eyes and listen to someone in the group talk about a subject they enjoy. Then discuss the observations.

Just as you give more volume etc. to emphasize importance of what is being said, so do the clients.
Awareness of your voice and the changes in others vocal qualities indicate comfort or discomfort.
Speech hesitation and breaks are another signal, often indicating confusion and stress.

4) **Verbal Tracking**

Stay with your client's topic.
People change topics when they are uncomfortable.
Selective attention--We tend to listen to some things and ignore others.
What situations, topics, or people do you find it difficult to listen to?

Exercise:

Client: I'm so fouled up right now. I just got notice that the plant is closing and I'll lose my job. I don't even know whether I'm eligible for unemployment. On the way home someone hit my car. I forgot to get her license number. And finally, when I got home, the kids had left the apartment in a mess, and there was a letter from my parents that really upset me.

There are obviously several different directions in which the interview could go. You can't talk about everything at once. List those several directions below. To which one(s) would you selectively attend?

_____
_____
_____
_____

There are no correct answers. In such a situation different interviewers would place emphasis on different issues. Some interviewers consistently listen attentively to only a few key topics while ignoring other possibilities. Be alert to your own potential patterning of responses. It is important that no issue get lost, but it is equally important not to attack everything at once. RELAX! If its important, chances are that the client will bring it up again.

If you get lost or confused, repeat, or ask the client to repeat what they just said.

Sometimes non-attending is called for--discouraging non-productive, repetitious statements.

Sometimes the most helpful thing to do is to be quiet. Supportive silence at the right time may be your most powerful form of attending behavior.

Exercise:

Pair up and practice attending and non-attending behavior.
Possible topics:

A job that you had in the past that you liked, and one that you didn't.
Attitudes and experiences in school
Favorite books and hobbies

What did it feel like to be listened to?
What did the other person do that made you feel that they were listening?
What did it feel like to not be listened to?
What did the other person do that made you feel that you weren't being listened to?

The skilled individual may find his or her performance worsening during the practice of single skills. *Being aware of what one is doing can interfere with coordination and smoothness.*

You may likely have found discomfort in practicing the single skill of attending. This happens to both the beginner and the advanced counselor. Improving and studying our natural skills often results in a temporary and sometimes frustrating decrease in competence.

Consider driving. When you first sat at the wheel, you had to coordinate many tasks, particularly if you drove a stick shift. The clutch, the gas pedal, the steering wheel, and the gear shift had to be coordinated smoothly with what you saw through the windshield. When you gave your primary attention to the process of shifting, you might have lost sight of where you were going. But practice and experience soon led you to forget the specific skills, and you were able to coordinate them automatically and give full attention to the world beyond the windshield. The mastery of single skills led you to achieve your objectives.

BASIC LISTENING SEQUENCE

Consists of:

Open and Closed Questions
Client Observation Skills
Encouraging, Paraphrasing, and Summarization
Reflection of Feeling

Like attending behavior, questions can encourage or discourage client talk. With questions, the stimulus mainly comes from the interviewer. The client is often talking *within your frame of reference.*
Questions may:

Bring out additional specifics of the client's world.
Make for a better assessment of the client's issues or concerns.
Guides the manner in which a client talks about an issue.
Enables the opening or closing of client's talk according to the individual needs of the interview.

Open and Closed Questions

OPEN QUESTIONS are those that can't be answered in a few words. They encourage others to talk and provide you with maximum information. They typically begin with: WHAT, HOW WHY and COULD. Example: Could you tell me what brings you to the Center?

CLOSED QUESTIONS can be answered in a few words or sentences. They have the advantage of focusing the interview and obtaining information--but the burden of guiding the talk remains on the interviewer. Closed questions often begin with: IS, ARE, and DO. Example: Are you living with your family?

1) **Questions help begin the interview.**

For verbal clients, open questions facilitate free discussion and leave plenty of room to talk.

Ex. How have things been since we last talked together?
The last time we met we talked about _____. How did it go this week?

For nontalkative clients, a gentle series of closed-ended questions may work.

Ex. Did you check the want ads this week?
Did you fill out any applications?

--and then follow through with some more open-ended questions.

2) **Open questions help elaborate and enrich the interview.**

Sometimes when interviewing you can get stuck. Asking an open question on some topic the client presented earlier in the interview helps the session start again and keep moving.

Ex. Could you tell me about that?
How did you feel when that happened?
Given what you said, what would be your ideal solution to the problem?

3) **Questions help bring out concrete specifics.**

Many clients tend to talk in vague generalities. Specific, concrete examples enrich the interview and provide data for action.

Ex.

Client: George makes me so mad!
Interviewer: Could you give me a specific example of what George does that makes you mad? or
What does George do specifically that brings out your anger? or
What do you mean by 'makes me mad?'

4) **Questions are critical in the diagnosis and assessment of a problem.**

Who, What, When, Where, How, and Why.

Who is the client? What is the client's personal background? Who else may be involved?

What are the client's problems, obstacles, or difficulties? What is happening? What are the specific details of the situation?

When does the problem occur? When does it begin? What immediately preceded the occurrence of the problem?

Where does the problem occur? In what environments and situations?

How does the client react to the problem? How does the client feel about it?

Why does the problem occur?

5) **The first word of certain open questions partially determines client verbalizations.**

What questions most often lead to facts. "What Happened?" "What are you going to do?"

How questions often lead to a discussion about promises or sequences or to feelings. "How could that be explained?" "How do you feel about that?"

Why questions most often lead to a discussion of reasons. "Why did you allow that to happen?" "Why do you think that is so?"

Could questions are considered maximally open and contain some of the advantages of closed questions in that the client is free to state their discomfort on a particular subject. Could questions reflect less control and command than other questions. "Could you tell me about your situation?" "Could you give me a specific example?"

6) **Questions have certain potential problems.**

Bombardment/Grilling Too many questions will tend to put many clients on the defensive. They may also give too much control to the interviewer.

Multiple Questions Interviewers may confuse their clients by throwing out several questions at once.

Questions as statements Some interviewers may question as a way to sell their point of view. "Don't you think it would be helpful if you studied more?" If you are going to make a statement, it is best not to frame it as a question.

Questions and cultural differences If you are working with a cultural group different than your own, be aware that excessive use of questions sometimes results in distrust of the counselor.

Why Questions Why questions often put interviewees on the defensive and cause discomfort. Limit why questions or rephrase them.

Questions and control The person who asks the questions is usually in control of the interview. Questions can be helpful in gaining control of the interview. At the same time, questions can be used unfairly and intrusively for the interviewer's gain rather than the client's.

7) **Questions can be used to monitor the comfort and pace of the interview.**

Questions, used effectively, can help the interviewer pace the session. If a client finds himself or herself revealing too much and the interviewer senses the discomfort, a series of closed questions can help the client slow down and regain composure. Similarly, open questions can provide room for the client to open up and explore things in greater depth.

Exercise:

A client tells you the following:

My check is lost. I think I left it on the bureau, but I looked there, and it is gone. I worry that my son might have taken it and used it for drugs.

Write below open questions that will tend to bring out general information, specific facts, feelings and reasons.

Could _____?

What _____?

How _____?

Why _____?

Now, generate three closed questions that might bring out some specifics of the situation.

Do _____?

Are _____?

Where _____?

Finally, what questions might be used to get specific examples and details that might enlarge and make the problem more concrete?

_____

_____

CLIENT OBSERVATION SKILLS

Sharpening the powers of observation. Consists of three dimensions:

1) **Client nonverbal behavior**

It is estimated that 85% or more of client communication of meaning is nonverbal. Pay attention to eye contact patterns, body language, vocal qualities, and discrepancies between verbal and nonverbal behavior. Notice the mirroring or nonmirroring of movement between you and the client.

2) **Client Verbal Behavior**

Clients tend to use key words or constructs, stay on one subject to the exclusion of others, or jump all over the place. Are their key words or phrases self-affirming or are they negative?

People vary in their ways of perceiving or taking in information. We tend to prefer to be visual, auditory, or kinesthetic learners. Many people have mixed styles. Matching learning styles helps establish rapport.

Once rapport and trust is built you may want to point out any of the following discrepancies to your client:

Between nonverbal behaviors
ex.) smiling while making a fist

Between two statements

Between what one says and does

Between statements and nonverbal behavior

Between client and a situation
ex.) client's ideal world is incongruent with what really is

ENCOURAGING, PARAPHRASING, AND SUMMARIZING

These skills help by letting the client know that the interviewer has heard what they've been saying, seen their point of view, and felt their world as they experience it.

- Helps clarify for the client what they said
- Helps clarify for the interviewer that they've heard the client accurately
- Helps get more details

Encouragers

Verbal and nonverbal means the interviewer can use to prompt more client talk.

- Head nods
- Uh-huh, Ummmm
- Restatement and repetition of key words. Ex.) Why are they always picking on me? Picking on you?

Paraphrasing

Feeding back to the client the essence of what has just been said by shortening or clarifying comments. Paraphrasing is not parroting. Putting what you've just heard in your own words.

1) Use client's perceptual mode (visual, auditory, kinesthetic)
   Visual client: Looks like you're saying that you see the situation from this point of view...

   Auditory client: As I hear you..., Sounds to me that....

   Kinesthetic client: So the situation touches you like..., How does that grab you?

2) Use their key words. Clients tend to repeat key words several times throughout interview.

3) Take the essence of what was said in summarized form. Skill comes into play-taking confused, oftentimes multiple statements and coming up with a concise statement.

4) Check it out for accuracy. End the paraphrase with a question. "Am I hearing you correctly?" "Does that sound accurate?" "Does that feel right?"

Summarization

Similar to paraphrasing, but longer.

Case Study #1: AB

Student is a young woman, age 19, who has 2 children, ages 2 and 3. AB dropped out of school during her 10th grade year due to pregnancy. She and her husband are separated, and she and the children are living with her 16 year old boyfriend. AB has come to the Adult Education and Job Training Center to enroll in ABE/GED classes. TABE test results are 6.6 - 8.9 in vocabulary, math and overall. She is very verbal during intake, and several situations are discussed.

AB reports that she left her husband due to his ongoing physical abuse of her. She was involved with the Abuse Network in Snyder County but is no longer since her recent move to Mifflin County. She is fearful that the husband's father is sexually abusing her 3 year old daughter during the kids' visitation with the father.

Currently AB is living with her boyfriend's family, but she must move immediately. She states her prior landlord says he will not give her a reference because he "doesn't like" her. AB has no furnishings, no stove or refrigerator, no down payment for an apartment. Also, due to "financial problems" she has little or no food.

AB says she is feeling overwhelmed about many things in her life, but especially with her children. They do not listen to her; they do not get along with each other; and she is afraid her 3 year old daughter may hurt her 2 year old son. She does not have a babysitter or transportation to come to class. Her last concern is that she might be pregnant.

What resources might be of help to this student?

Case Study #2: CD

Student is a 28 year old woman, and she has 2 children, ages 1 and 2. She has lived with the children's father for 3 years and they are not married. CD is enrolled in three ABE/GED classes during the day. At intake her TABE scores are: Math - 4.6-6.9; Vocabulary - 6.6-8.9; Total - 4.6-6.9. At intake she shared that she dropped out of school during the 8th grade, and she has an employment history of working as a Nurse's Aide for 4 years as well as waitressing. Currently she is not employed and she is not receiving any public assistance. She depends on the children's' father for financial support, and he does not want her to file for child support.

The first two week of class, CD attended faithfully, and then she abruptly stopped coming. After several phone contacts from her instructor, she finally shared that the boyfriend had physically abused her and she wasn't attending class due to embarrassment over facial bruising.

CD indicated there has been a long history of the boyfriend abusing her, as well as a previous girlfriend. Usually he is drunk when he becomes abusive. She "had him arrested" after this last incident but then "dropped the charges." CD says that she wants to continue with classes, but her boyfriend doesn't want her to. She is very confused about continuing to live with her boyfriend.

Another problem also surfaced. CD's mother had initially agreed to babysit when she started classes. She was relieved with this plan because the 2 year old has severe asthma. After this recent abuse incident the mother was angry that CD "dropped the charges" so she is no longer willing to babysit. The boyfriend also refuses to provide any childcare.

What resources might be of help to this student?

Case Study #3: EF

Student is a 17 year old single male who was referred to the Adult Education and Job Training Center by the Probation Office of another county. During intake he was fairly verbal about himself and he asked a lot of questions about our services as well as other local resources.

EF just moved to Lewistown, and he is temporarily "living with friends." He most recently had been in a diagnostic placement at Northern Tier through the Probation Office, and upon release from placement he moved to this county. He is not employed, and he is receiving a medical assistance card and cash assistance for 90 days. EF is looking for a more permanent place to live and for a job. He specifically asked about housing and job possibilities.

Educational information: EF reports he dropped out of school after twice failing the 9th grade. He was in "special classes but I wasn't retarded." He thinks he is "LD." EF received extensive educational testing at Northern Tier and willingly signed a release for our office to receive those test results. He thinks he has a "a problem taking tests." His TABE scores are: Math - 4.6-6.9; Vocabulary - 6.6-8.9; Total 4.6-6.9.

Other pertinent information: EF mentioned that he is the father of a year old daughter, but he is being denied visitation with her. Also, when asked about any health problems he said he was blinded in one eye in a childhood accident and also recently lost his glasses.

EF wants to get his GED, and his stated long term goal is to work with handicapped children. He would like to get a job while attending classes, and he mentioned that he needs to schedule everything around AA meeting attendance.

What resources might be of help to this student?

INSIGHTS FROM ADULT LEARNER

HIGHLIGHT CONFERENCE

Keynote remarks by adult student Kathy Williams received a standing ovation at a session in which the state directors met jointly with GED Administrators. Following are some of the highlights of her "view from the bottom up."

> "It is certain that attempting school many times without a car, disconnected utilities, little or no groceries or adequate household supplies along with the emotional strains of single parenting have been overwhelming at times...It is impossible to adequately describe what it took for me to survive in this environment and maintain the ability to learn in the classroom or to study outside of class...Sometimes I felt the price of education has been too high. At times, it has been difficult to hold on to the dream as I wondered if maybe some people are just not meant to make it.
>
> "...the resolution of my pain was in learning. Persevering in my quest to become educated has shifted from a getting away strategy to unquenchable points of discovery. I don't have to know everything, but I do have to master all that is meant for me to know...the transition from hopelessness to empowerment has been the key to all of my progress...It's about positioning personnel who recognize that their task is more than to transfer knowledge but to nurture and challenge a learning potential...
>
> "There are millions of others who are not trying and do not have a dream. I hope that my words will motivate you to open doors for these people in your state and in your community. As adult students, if our experiences are validated and our minds are allowed to be used, then we bring fulfillment to the textbooks."

(The full text of Ms. Williams' remarks is available from the Office of the Vice Chancellor for Undergraduate Education, Indiana University-Purdue University at Indianapolis, 355 N. Lansing Street, AO 112, Indianapolis, IN 46202-2896, Telephone 317/274-8990.)

The Art of Listening (Excerpt from THE VITAL BALANCE by Karl Menninger)

Who are the people to whom you go for advice? Not to the hard, practical ones who can tell you exactly what to do, but to the listeners; that is, the kindest, least censorious, least bossy people that you know. It is because by pouring out your problem to them you then know what to do about it yourself.

When we listen to people there is an alternating current, and this recharges us so that we never get tired of each other. We are constantly being re-created. Now there are brilliant people who cannot listen much. They have no ingoing wires on their apparatus. They are entertaining, but exhausting too. I think it is because these lecturers, these brilliant performers, by not giving us a chance to talk, do not let us express our thoughts and expand; and it is this expressing and expanding that makes the little creative fountain inside us begin to flow and cast up new thoughts and unexpected laughter and wisdom. That is why, when someone has listened to you, you go home rested and lighthearted.

I discovered all this about three years ago, and truly it made a revolutionary change in my life. Before that, when I went to a party I would think anxiously: "Now try hard. Be lively. Say bright things. Talk. Don't let down." And then when tired, I would have to drink a lot of coffee to keep this up.

But now before going to a party, I just tell myself to listen with affection to anyone who talks to me, to be in their shoes when they talk; to try to know them without my mind pressing against theirs, or arguing, or changing the subject. No. My attitude is: "Tell me more. This person is showing me his soul. It is a little dry and meager and full of grinding talk just now, but presently he will begin to think, not just automatically to talk. He will be wonderfully alive."

Now, why does it do them good? I have a kind of a mystical notion about this. I think it is only by expressing all that is inside that purer and purer streams come. It is so in writing. You are taught in school to put down on paper only the bright things. Wrong. Pour out the dull things on paper too -- you can tear them up afterward -- for only then do the bright ones come. If you hold back the dull things, you are certain to hold back what is clear and beautiful and true and lovely. So it is with people who have not been listened to in the right way -- with affection and a kind of jolly excitement. Their creative fountain has been blocked. Only superficial talk comes out -- what is prosy or gushing or merely nervous. No one has called out of them by wonderful listening, what is true and live.

Now, how to listen? It is harder than you think. I don't believe in critical listening, for that only puts a person in a strait jacket of hesitancy. He begins to choose his words solemnly or primly. His little inner fountain cannot spring. Critical listeners dry you up. But creative listeners are those who want you to be recklessly yourself, even at your very worst, even vituperative, bad tempered. They are mentally saying as you express these things: "Whee! Hurrah! Good for you!" and they are laughing and just delighted with any manifestation of yourself, bad or good. For true listeners know that if you are bad-tempered it does not mean that you are always so. They don't love you just when you are nice; they love all of you.

Besides critical listening, there is another kind that is no good: passive, censorious listening. Sometimes husbands can be this kind of listener, a kind of ungenerous eavesdropper who mentally (or aloud) keeps saying as you talk: "Bunk...Bunk...Hokums."

In order to learn to listen, here are some suggestions: Try to learn tranquillity, to live in the present a part of the time every day. Sometimes say to yourself: "Now. What is happening now? This friend is talking. I am quiet. There is endless time. I hear it , every word." Then suddenly you begin to hear not only what people are saying, but what they are trying to say, and you sense the whole truth about them. And you sense existence and not piecemeal, not this object and that, but as a translucent whole.

Then watch your self-assertiveness. And give it up. Try not to drink too many cocktails to get up that nervous pressure that feels like energy and wit but may be neither. And remember that it is not enough just to will to listen to people. One must really listen. Only then does the magic begin.

Sometimes people cannot listen because they think that unless they are talking they are socially of no account. There are those women with old-fashioned ballroom training which insists there must be unceasing vivacity and gyrations of talk. But this is really a strain on people.

No. We should all know this; that listening, not talking is the gifted and great role, and the imaginative role. And the true listener is much more beloved, magnetic than the talker, and he is more effective, and learns more and does more good. And so try listening. Listen to your wife, your children, your friends; to those who love you and those who don't; to those who bore you, to your enemies. It will work a small miracle. And perhaps a great one.

Listening is a Skill

Listening is a very difficult thing to do. It's not something which comes naturally. It's a skill which can be learned, an art which can be developed. Listening requires training and practice. When it's done rightly, it becomes a very effective tool for ministry and crisis intervention by telephone. This brief introduction to listening skills serves to point up some of the considerations you must be aware of throughout the CONTACT training.

Look at your attitude. How you feel about the person who is talking to you has a great influence upon your ability to hear what is being said. With a proper listening attitude you will be able to show the caller that you accept him as he is, that you are not looking up or down at him, but that the caller is a person of worth in whom you are genuinely interested.

Be attentive. Listen for the "music between the words," the feelings and emotions of the one who is talking to you. Take note of voice cues. Become aware of "feeling" words. The tone in which they are spoken usually conveys more than the dictionary definition of the words contained in the message itself. You must consciously discipline yourself by saying, "I am going to listen to what this person is really saying."

Try not to let your mind wander. It's so easy to get lost in your own thoughts or reactions to what is being said. Listening concentration is more difficult. The problem is caused by the fact that we think much faster than we talk. This differential between thinking and speaking rates means that our brain works with hundreds of thoughts in addition to those that we hear. To phrase it another way, we can listen and still have spare time for thinking. The use, or misuse, of this spare thinking time holds the answer to how well a person really listens to another.

Paraphrase what you hear. When you are sure that the caller has had a chance to express himself, test yourself for understanding by "feeeing back" to the caller what you heard him saying and feeling. This feedback technique helps the caller to define the problem by confronting his own thoughts and feelings in your response. It also indicates whether or not you have already heard and understood.

Listening is a process of helpful communication. It is not a lecture, nor is it a passive grunt. It is an active involvement in the flow and intensity of the caller's real feelings. This kind of process is a skillful art which can be learned by those who are genuinely interested in being helpful to others and who are willing to spend the necessary effort in training and practice.

Guidelines for Effective Listening

Listen for feelings. While your caller is talking, listen to what he is saying but concentrate also on how he feels about whatever he is saying or about the situation he is describing. For example, "My sister is pregnant" could be responded to with "You're kind of worrried about that?" or "That has really upset you" or "How do you feel about that?" when you can't easily tell what their reaction is. This type of response shows your caller you are hearing more than what he is saying with words. You are really listening.

Getting a Caller to Discuss his Concerns

As a CONTACT telephone listener, one of your tasks will be to help your callers move from a confused state in which the factors affecting a problem or concern are unclear to a point where the relevant variables are made explicit and hopefully understood. The following are four basic techniques which you can use to help a caller fully discuss his concerns.

1. Attending Responses: These are non-verbal and verbal responses which communicate your interst in the caller and your willingness to try and be helpful.

   A. The quality and tone of your voice. Here it is important to communicate friendliness, informality, and competence. Speak clearly and strongly. Let your tone be warm and friendly. Engage each caller as personally as possible. Let him know by your attending responses that you are confident, ready to listen, and open to whatever he has to say.

   B. The occasional use of "uh-huh", "yes", "I see", etc. Following along a caller's conversation with these attending responses indicates that you are with him and encourages him to keep going. Be careful not to overwork the "uh-huh's". Silently attending may be more helpful than too many grunts.

2. Open-ended Responses: These are usually questions which require more than a Yes or No or statement of fact in response. A response which begins with a stated or implied "Why", "How", or "Tell me more" serves to allow the caller to begin expressing himself, his thoughts, feelings and concerns more fully.

An important aspect of your open-ended responses is the tonal quality of your voice. A slightly lower pitch than your usual conversational tone conveys more intimacy. Decreasing your rate of speaking and increasing the tentativeness of your questioning differentiates constructive questions from interrogation.

3. Tracking Responses: These are responses which aid the caller's persistence on the topic of his choice.

   A. Reflection of his words, ideas or feelings.

      Caller: "My father calls me every Sunday night and demands a detailed description of what I did and with whom I did it. He treats me like I don't know the difference between right and wrong. I've had it up to here with him!"

      Listener: (words) "Your father calls you every Sunday night and asks you for a detailed description of your weekend."

      (idea) "Your father keeps a pretty close check on what you're doing on the weekends."

      (feeling) "You're angry and frustrated with your father's lack of confidence and trust in you."

   B. Clarification of the caller's statements. Asking for clarification is a form of response which conveys that you are attempting to understand what the caller is saying. Clarifying responses frequently take the stated or implied form of "Do you mean....?"

   C. Silence. This, too, is a very useful tracking response. In most of our everyday conversations there is usually a one second time lapse between the end of one person's talking and the beginning of another's. If you slightly increase the duration of your pause, you will convey your interest in giving a caller plenty of "talking space."

4. Focusing Responses: These are responses to help a caller zero in on one particular problem or concern; also to help him overcome the emotional barriers which impede his full exploration of the problem.

   A. Probing questions. It is important to probe gently in order to help the caller focus his attention on specific thoughts or feelings.

      Examples: "Can you tell me what you meant when you said....?"

      "Could you push that feeling a little harder?"

      "I think I understand what you mean, but will you describe what happened again?"

B. Refocusing. As you begin to probe a specific emotionally laden feeling, a caller might back off, change the subject, or begin to speak in an abstract way about his concern. It then becomes important that you help him re-focus on the painful point.

Example: "A minute ago, before you started describing the movie you saw, you said you felt worthless again when she told you she didn't want to go out. I'm not sure I followed what you meant by "worthless again."

C. Caller ownership. You can often tell if you are helping a caller focus on personally relevant material by the frequency with which he uses personal pronouns to describe himself in relation to the problem. You may think it helpful to ask a caller to own his own thoughts or feelings.

Example: "I'm not sure I understand how <u>you</u> feel about that."

"Is that how it is for <u>you</u>?"

<u>Do I Listen - Really Listen</u>?

Rapport and trust are vital for the sharing of personal feelings. An atmosphere with informality and relaxation enhances talking and listening. Check out the climate in which you are listening. Ask these questions as you practice the art of listening.

1. Do I concentrate fully and tune out all other distractions and thoughts?

2. Do I make an effort to become truly interested in what the caller says? Faking attention or pretending to listen are road blocks to good communication.

3. Do I try to put myself in the other person's shoes? Empathy means seeing the world from another person's point of view.

4. Do I listen "between the lines" to the meaning behind the caller's words? Listening for understanding helps decode the underlying message.

5. Do I listen actively or passively? Active listening requires keeping up with the caller, asking questions, feeding back, etc.

6. Do I hear the caller out completely and calmly, or do I have a "waiting to pounce" tendency? Interrupting with such comments as "Yes, but" indicates an impatient listener.

7. Do I have preconceived notions of what I am going to say? Is my mind made up in advance about my answer or do I listen well with an open mind? If I am a "case-is-closed" listener, I will be a poor communicator.

8. Am I tuned in to non-verbal communication? On the prone this means noticing non-verbal cues such as tone of voice, speed of delivery, crying, etc. Connecting the non-verbal and the verbal insures a more accurate understanding.

9. Am I aware of what emotions and feelings are stirred up in me as I listen? Are certain words and topics loaded with special meaning for me? If "trigger words" are allowed to bug me, my judgment and listening effectiveness will diminish in value.

10. Do I have the time needed for good listening? At the CONTACT phones there there ought to be nothing more important than a giving of oneself to another.

11. Do I treat what is shared with me as privileged communication? This includes confidentiality, respect, and a nonjudgmental attitude.

Some Quotable Quotes

"The first duty of love is to listen." - Paul Tillich

"Listening with the inner ear helps to understand the inner person."

"A good listener is the best physician for those who are ill in thought or feeling."

"We have two ears and one mouth, that we may listen the more and talk less." - Zeno

"To answer a question before you have heard it out is both stupid and insulting." - Prov. 18:13

"Each of you must be quick to listen, slow to speak, and slow to be angry." - James 1:19

REFERRAL PROCEDURES FOR EMERGENCY SITUATIONS

There are certain situations which arise with our clients that are considered emergency situations and require action on our part. These situations include:

- a client who is threatening to harm himself/herself or others.
- suspected child abuse or neglect.
- a client who comes to the Center under the influence of drugs and/or alcohol.
- other situations which are disruptive to the functioning of our programs.

1. In any of the above situations, staff should immediately inform the top person on this list if they are at work:

   Emergency referral staff:

   Carol Molek
   Adele Craig
   Helen Guisler
   Suzanne Fisher
   Penny Willard

2. The person will then:

   1) see the client and assess the level of emergency.
   2) make appropriate referrals. In the case of a client threatening suicide or homicide we must make a referral.

3. If client is seeing a counselor or physician, make contact with that person or office. Possibly:

   Probation - 248-3953
   Individual & Family Counseling - 242-3070
   N/P Health Services - 242-7264
   Counseling Center - 248-6611 or (814) 463-2014
   Skills - 242-0313
   Mental Health/Mental Retardation - 242-0351 or #29

If client is not working with a mental health professional, call one of the following based on client's behavior/condition:

A. Suicidal or experiencing other serious emotional problems

   - NP Health Services 242-7264.
   - Mental Health/Mental Retardation 242-0351 or #29.
   - Abuse Network 242-0715 or #36 (Lewistown Office) Hotline 242-2444 or #34. 436-2402 (Mifflintown Office)
   - Police 911 (Mifflin County

B. Under the influence of drugs and/or alcohol or other dangerous behavior

   - Police (911 Mifflin County)

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4. In a situation where child abuse or neglect is suspected, contact:

Children and Youth 248-3994
Childline 800-932-0313

We will transport these clients only on a minimal basis. Our preference is to have the agency arrange the transportation or to have the police transport them. When our agency does transport, two staff must accompany the client.

Please note: Our obligation is to make the appropriate referrals but <u>not</u> to provide this type of counseling at our site.

5. Follow up must be conducted before a client returns. The staff who made the emergency referral (or another on the list) must talk with the client before he/she is permitted to return.

This person needs to ascertain that the emergency situation has passed and that the client has made appropriate support contacts. Also at this meeting it must be emphasized to the client that personal problems should be dealt with as much as possible outside of our Center. (Exceptions are when dealing with these problems are part of the program. Ex: Single Parent/Displaced Homemaker,SPOC)

Remember: these emergency situations are difficult for everyone. It is important that we

1. REMAIN CALM.
2. Gather as much information as possible.
3. React quickly.

To determine the seriousness of the crisis, some questions need to be answered.

1. How will you do it?
2. How much do you want to die?
3. How much do you want to live?
4. How often do you have these thoughts?
5. When you are thinking of suicide, how long do the thoughts stay with you?
6. Is there anyone or anything to stop you?
7. Have you attempted suicide?
8. Do you have a plan?
9. On a scale of 1-10, what is the probability that you will kill yourself?
10. What has happened that makes life not worth living?

Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

Counseling & Communication Workshop Evaluation

Workshop #4,March 19, 1993
"The Next Step"

Content:

Was the content useful to you? Why or Why not?

What was the most important thing you learned?

Did any of the content seem. inappropriate to you? If so, what?

Did the program fulfill your expectations?

Presenters:

How would you rate the presenters?

Presenter- Tonya Hoffman Excellent Average Poor

Presenter- Helen Guisler Excellent Average Poor

Facility:

How would you rate the facilities: Excellent Average Poor

Do you plan to attend any future Adult Education and Job Training Center workshops based on this experience?

Yes No

Any additional comments or recommendations are greatly appreciated.

Please return by March 26, 1993. Thank you.

1020 BelleVernon Avenue
(717) 248-4942

Lewistown, PA 17044
(717) 248-8610 FAX

COUNSELING & COMMUNICATION WORKSHOP EVALUATION
WORKSHOP #4 - MARCH 19, 1993
"THE NEXT STEP"

Was the content useful to you? Why or why not?

1. Yes.
2. Yes but the rapid pace didn't allow for thorough assembling of materials.
3. Yes. I deal with these issues almost daily.
4. A lot of repetition.
5. Yes. Effective communication is so very important to our job.
6. Yes.
7. Yes. A good review on the importance of listening to our clients.
8. Yes.
9. Yes. Counseling is an important aspect of our work.
10. Yes, very useful.
11. Yes.
12. Yes. I felt I learned to much to say.
13. Yes.

What was the most important thing you learned?

1. Refreshing what you already do - re-enforcing what you do.
2. Don't assume things regarding our clients/students.
3. We do all right.
4. The various agencies available to our students.
5. Always be non-judgemental and respectful of the other person.
6. The importance of non-verbal behavior - 85% of communication.
7. Empathy and acceptance toward the client.
8. Referral information was very helpful.
9. The importance of really listening.
10. To be attentive, listen.

Did any of the content seem inappropriate to you? If so, what?

1. No: 12 People
2. Yes: 1 Person - no explanation.

Did the program fulfill your expectations?

1. Yes: 12 People

Comments: Very organized, well thought out, nice handouts.
Very relevant material.
Very well done.

How would you rate the presenters?

Presenter - Tonya Hoffman:

1. Excellent 10 People
2. Average 2 People
3. Poor 1 Person

Presenter - Helen Guisler:

1. Excellent 11 People
2. Average 1 Person
3. Poor 1 Person

These comments were made regarding presenters:

1. Very knowledgeable.
2. Both were good - it is hard to say excellent since they had so much information but little time to present it all.

How would you rate the facilities?

1. Excellent 8 People
2. Average 5 People

Do you plan to attend any future Adult Education and Job Training Center workshops based on this experience?

1. Yes 12 People
2. No 1 Person

Additional comments or recommendations:

1. Allow more time for subjects or limit the subject; be more focused on a specific component of subject.
2. I enjoyed the workshop very much. There did seem to be too much information... but that was okay. Too much is better than not enough.
3. Perhaps expanding examples to include more basic students.

Attachments

Recruitment Information

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

COUNSELING AND COMMUNICATION

WORKSHOP DESCRIPTIONS

What's The Problem? January 8, 1993
Working with participants in areas of self esteem, identifying obstacles, and goal setting.
Kelly Barron and Penny Willard - presenters

o o o o o o

Shades of Grey January 29, 1993
Recognizing and responding to diversity, assumptions and perceptions, and how to motivate our participants.
Suzanne Fisher - presenter

o o o o o o

Do You Really Hear Me? February 19, 1993
Communication strategies and listening skills with participants - and with each other.
Kay Fair - presenter

o o o o o o

The Next Step March 19, 1993
Clarifying problems, next step counseling, referral networks.
Tonya Hoffman and Helen Guisler - presenters

Juniata-Mifflin Vo-Tech School (717) 248-4942 | 1020 Bellevernon Avenue (717) 242-1423 | Lewistown, PA 17044 (717) 248-8610 FAX
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Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

COUNSELING AND COMMUNICATION
Four Workshops for Adult Educators

Place: Market Street Center, 21 East Market Street, Lewistown
Day: Fridays
Time: 9:30 a.m. - 11:30 a.m.

Date	Title	Register By
January 8	What's The Problem?	January 4
January 29	Shades of Grey	January 22
February 19	Do You Really Hear Me?	February 12
March 19	The Next Step	March 12

-Registration Form-

Name _____

Title _____

Agency _____

Address _____

Phone _____

I will attend "Counseling and Communication" Workshop:

- ☐ *1/8/93* *What's The Problem?*
- ☐ *1/29/93* *Shades of Grey*
- ☐ *2/19/93* *Do You Really Hear Me?*
- ☐ *3/19/93* *The Next Step*

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Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

November 4, 1992

Dear Adult Education Provider,

We are very pleased to offer a staff development series of workshops entitled ***"Counseling and Communication."*** The series is funded by a 353 Federal Adult Education PA Department of Education grant. This grant is entirely separate from our Regional Staff Development project. However, we'd like to extend an invitation to anyone in the region who would like to attend. We can provide travel expenses reimbursement up to $10 for each person attending.

As adult educators, we find that instructors and support personnel are often thrown into the role of counselor. Our job in **"Staff Development: Counseling and Communication"** is to give adult education staff basic counseling and communication skills which will allow them to better perform their jobs. We are not attempting to train staff to be or to replace professional counselors, but rather to have them learn:

1) the limit that they should adopt for themselves as far as counseling is concerned
2) to make appropriate referrals
3) listening and communication skills, and
4) basic counseling techniques.

Please join us for as many of the workshops as you can. They will all be held on **Friday mornings from 9:30 - 11:30 a.m. at the 21 East Market Street office**. A complete schedule is enclosed along with a description of each workshop content and registration form.

Please call me with any questions you may have.

Sincerely,

Carol Molek
Adult Education Director

CM:gs
Enclosures

11/11/92

Staff,

We are very pleased to offer a staff development series of workshops entitled "Counseling and Communication." This series is funded by a 353 Federal Adult Education PA Department of Education grant. This grant is entirely separate from our Regional Staff Development project, though we are inviting other adult educators from the region to attend these workshops with our staff.

As adult educators, we find that instructors and support personnel are often thrown into the role of counselor. Our job in "Staff Development: Counseling and Communication" is to give adult education staff basic counseling and communication skills which will allow them to better perform their jobs. We are not attempting to train staff to be or to replace professional counselors, but rather to have them learn:

1) the limit that they should adopt for themselves as far as counseling is concerned
2) to make appropriate referrals
3) listening and communication skills, and
4) basic counseling techniques.

Please mark these workshops in your schedules. They will all be held on Friday mornings from 9:30 - 11:30 a.m, at the 21 East Market Street office. A description of each workshop is enclosed.

Please call me or Helen Guisler with any questions you may have.

Carol

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ABE Program Evaluation Form

ADULT BASIC EDUCATION PROGRAM EVALUATION FORM

Name (optional)_____ Date:_____

Class:_____

1. Overall, how would you rate your ABE/GED preparation in each area studied?

	Excellent	Good	Fair	Poor
Writing	_____	_____	_____	_____
S.Studies	_____	_____	_____	_____
Science	_____	_____	_____	_____
Reading	_____	_____	_____	_____
Math	_____	_____	_____	_____

2. How would you rate our facility and why?

3. Were class hours convenient for you?
   Were classes the right length of time?
   If you were not pleased with class hours and length of classes, what would you change?

4. How would you evaluate your instructors (skills, teaching methods, knowledge, preparation)?

5. Did you have enough individualized attention and instruction?

6. Did you feel you could relate to the instructors and why?

7. What could the instructors have done better?

8. What was your goal in coming here?

9. What are your plans for the future?

10. How did classes help you toward your future goals?

11. Are you interested in knowing about or participating in any of our other programs?

12. What are some ways we could improve our ABE/GED classes (what can we do better)?

13. General comments about the program:

Thank You

The Tuscarora Intermediate Unit 11 is an equal rights and opportunity educational service agency and will not discriminate on the basis of race, color national origin, ancestry, sex, handicap, age or religion in its activities, educational and vocational programs or employment practices as required by Title VI of the Civil Rights act of 1964, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973 and the Pennsylvania Human Relations Act of 1955 as amended. For information regarding civil rights or grievance procedures, contact Jacqueline Vocke, Equal Rights and Opportunity Coordinator, at Tuscarora Intermediate Unit 11, RR 1, Box 70A, McVeytown, Pennsylvania 17051-9717. Phones: 814-542-2501 or 717-899-7143.